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ABSTRACT

This guide provides administration and teaching materials for use in organizing and conducting workshops intended to provide job-finding techniques and emotional support for women entering and re-entering the work force. Suggestions are made for assessing the employment situation in the community, the workshop, and finding potential students. Major activities included focus on identifying job skills and assessing job readiness, writing a resume, applying for a job, interviewing, and coping with both work and home life. Each of ten chapters deal with a specific workshop topic; each chapter contains an overview of the subject matter for the instructor, activities to enhance preworkshop preparation, and suggested workshop activities, including time and materials needed and suggested approaches to each topic. A Spanish translation of each activity is also included. Appended are model lesson plans, information on financial aid, and a Spanish/English glossary.
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HOW WOMEN FIND JOBS: A GUIDE FOR WORKSHOP LEADERS

by
VERA NORWOOD, Ph.D.
New Mexico Commission on the Status of Women

CE 024 773

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INTRODUCTION

In 1900 only 20 percent of the women in the United States were in the labor force. Early in the century most of these working women fit into two groups. Middle-class young women worked at white collar jobs until they married; and poor women, whether married or single, worked in factories or domestic service to help support their families. At this time, women were not only encouraged to see homemaking as their major responsibility, but they were forced to stay home for practical reasons. There were no inexpensive substitutes for a woman's manual labor in the home. Also, by middle-age most women had borne an average of five children. Due to the shorter life spans of the time, it was too late for a woman to take up a career after her children were grown.

The employment situation of women did not change a great deal until World War II created a great demand for workers in general. By this time, women's role in the home had changed considerably. Due to decreased infant mortality rates, women were bearing fewer children, they were living longer and technology offered many labor-saving devices which freed them from manual labor in the home. Women were finally in a position to take advantage of the growing labor market.

It is not surprising then that the number of women in the labor market has risen steadily since the war. In 1940, 28.9 percent of all women worked; in 1950, 33.0 percent worked; in 1960, 37.4 percent worked; and in 1976, 47.3 percent of the women in the United States were employed. No longer do women work only before they are married. Today, the female working population includes married women, younger women with young children or infants, and older women returning to work after rearing a family.

Even though more women are working and have been working for the past thirty-five years, social factors limiting their participation in the work-force still exist. One indication of the presence of these factors is the increase in female unemployment rates. As more women have sought to join the labor market, their chances of finding employment have worsened. In 1947, the unemployment rate for women was 3.7 percent. By 1976 women's unemployment rate had increased to 8.6 percent. These statistics do not reflect the hidden unemployment situation for women. Faced with a difficult job market, many women completely drop out of the job hunt or are forced into total welfare support.

These employment statistics reflect a historical message which women have received about working. Al-

though it is no longer necessary for women to center their lives in the home, many women in their thirties and older have been encouraged to see their main responsibility as the nurturing of home and family rather than the building of careers. When they have been encouraged to train for work, they have generally been channeled into a narrow range of low-status occupations labeled "for women only."

The economics of working has tended to reinforce society's message that women's work is not as important as men's. A recent publication of the U.S. Department of Commerce, A Statistical Portrait of Women in the U.S., cites documentation showing that "even after adjusting for differences in occupational status, education, and lifetime work experience, the wages of women were estimated to be only about 62 percent as high as those of men. Also, results from a study based on Census Bureau and Social Security Administration records corroborate the findings that women do not receive the same returns from continuous work experience as do men."

Without any strong social urges to work and without receiving the economic advantages available to men, many women drop in and out of the labor force. As they mature, this spotty job record has a negative effect on

their employability and earning capacity. The Commerce Department Study notes that the median number of years on the job for women in the 45-54-year-old age group has consistently been only half that for men. Women then are caught up in a spiraling circle of increasing unemployability as their age increases.

This spiral works an even greater hardship on minority women, who often deal with even harsher social pressures against competing with men of the same minority background for jobs. Their earnings have generally been affected by racial and cultural as well as sex discrimination. With these added pressures against a serious commitment to careers, the work records of minority women become even more erratic than those of women in general. Yet, they are more often single heads of families and need the financial security which a sustained career might offer. This is particularly true after age 25.

All of these employment problems are further compounded when women live in depressed areas where unemployment is generally high or in rural areas where occupations are limited. These women usually have little mobility. A woman living in a high unemployment area or a family situation which does not allow her to relocate, must plan a determined campaign to get any kind

of work at all. In most cases, such a woman will be unaware of the basic skills she will need in her search for work.

A person with limited work experience, or a work background which is out-dated, has little idea of her abilities and how they fit into today's job market, and only a vague idea of what steps to take to find a job. It is not unusual for such a person to go to one job interview, not be hired, and not look for a job again for three months. This may happen even if she needs to work for pressing economic reasons.

For those people who have had enough employment experience to know what kind of effort is required to look for work, the process is still exhausting, depressing and lonely. To keep hope and self-confidence in the face of continued rejection over a period of months is almost impossible, yet such an attitude is often the only way to land a job.

Although there are currently available a number of good books on conducting an organized job campaign, reading a book will not provide the job seeker with the emotional support and self-discipline she will need. Only a sharing of her search with other caring people can effectively provide this support. It is with such an approach in mind that this manual has

been developed. A class or workshop offered on job-finding techniques, using the exercises available here, can bring together a group of people with similar problems who can provide advice and support for each other. The act of providing such support is as important as the actual skills the class participants will learn.

Also, a book can only provide a general approach to finding a job. It cannot take into consideration problems of a specific individual. An instructor, offering a class in a community he or she knows, can be very specific and can help individuals solve personal problems. This manual provides a variety of suggested approaches to be adapted by local teachers to fit their community. The hope is that it is flexible enough to fit the instructor's time frame, budget, and local population.

Because of this flexibility, however, the manual is only a guide to get started. The class will only be as good as the time and preparation an instructor is able to bring to it. The rewards are well worth the effort. Instructors often will hear from students or clients who find jobs after the class. The knowledge that one was able to help them in their job search can be very fulfilling.

Sources of information on women in the work force:

U.S. Working Women -- a chart book, U.S. Department of Labor, Bureau of Statistics, 1975.

1975 Handbook on Women Workers, U.S. Department of Labor, Women's Bureau, 1975.

Statistical Portrait of Women in the United States, U.S. Department of Commerce, 1975.

I. WHAT TO DO BEFORE YOU OFFER THE CLASS

BRIEFLY SURVEY THE EMPLOYMENT SITUATION IN YOUR AREA

Is your community a growing industrial area, a small town dependent on tourism, or a farming and ranching community? Are there any job-finding services for the unemployed? What are the training opportunities in the vicinity? How available is child care? Answers to these questions tell a great deal about the world of work.

Finding some of this information can provide understanding of the difficulties faced by all job applicants. Talking to community people involved in the job market will also give you clues to local attitudes toward women working. You will find out if there is any interest in finding women for non-traditional jobs, if there is any community sentiment against working mothers, and if women are having problems finding jobs.

The emphasis of this manual is on the development of a job-finding class tailored to your community. Specific information on the local job market and attitudes toward working women is an invaluable aid in designing a class with local orientation. This kind of information also provides a quick indication of the

local need for the class itself. If women have a high unemployment rate locally, and that rate has been rising, then a course might address the problem.

The following survey is meant to provide some guidelines for finding out about the local labor scene. Some of the suggestions include materials providing information on national employment trends, but the basic point of the survey is for you to locate resources and initial information about jobs in your community. The survey can be done by personal interviews, telephone conversations, or by letter. The more time you spend developing this survey, the better able you will be to work with your students.

Note: Many of the national publications should be available through local public libraries. If you decide to order any materials, allow at least three weeks for delivery.

Employment Situation Survey

- 1) If you have not looked for work in a number of years, or your firsthand knowledge of job hunting is rusty, you might want to try the following approach: Assume you are looking for a job. Read the newspaper want ads; contact job employment service agencies; go to a private employment agency; talk to a major employer in your area about job prospects.

Spend an afternoon doing these activities.
This experience can give you a good initial
feeling for the employment market in your area.

- 2) What is the current labor market, and what are
the future trends? (Will there be a need for
construction workers or white collar workers?
Where will the jobs be? What industries or
areas of employment will be supportive of women
as new employees? Do they have available
written materials?)

Nationally _____

(Resources: Occupational Outlook
Handbook, Bureau of Labor Statistics,
U.S. Department of Labor.

Publications such as "Careers for
Women in the 70's," Women's
Bureau, U.S. Department of
Labor.)

Statewide _____

(Resources: Chamber of Commerce; State agencies such as Department of Development, Employment and Training Administration, Employment Security Administration, Apprenticeship Councils, State Department of Vocational or Occupational Education, Civil Service Commission, Federal Government Contractors, Federal Installations and Agencies)

Locally _____

(Resources: See State Resources above; County Planning Offices, Community Development Division of City Government, Vocational Schools)

3) How do people in your community get jobs with Government:

Federal

State

County _____

City _____

(Resources: Federal Civil Service Commission office
in your state, state personnel, local
government personnel offices)

Private Industry:

Nationally

Locally

(Resources: Chamber of Commerce, branch offices of private companies, private employment agencies, Small Business Administration)

- 4) Where can a person get information on educational programs which provide:

high school diploma completion programs _____

college programs _____

on-the-job training programs _____

non-traditional programs (training programs which
prepare women for jobs traditionally held by men)

(Resources: State Department of Education, Community
College systems, Employment and Train-
ing Administration, Women's Bureau of
Department of Labor, local or state
resource directories)

4) What Kind Of Support Systems Exist, such as Child Care, Transportation, Financial Aid, Women's Centers:

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the page.

(Resources: State agencies such as Health and Social Services Department, Employment and Training Administration)

In order to help you organize your questions at each employer's office, the following is a form to use on your survey.

EMPLOYMENT SURVEY

NAME: _____ TYPE: _____

ADDRESS: _____

PHONE: _____

APPLICATION: _____

RESUME: _____

INTERVIEW: _____

EDUCATIONAL REQUIREMENTS: _____

EXPERIENCE: _____

OTHER (Residence, Driver's License, Sex, Bonding, Union,
etc.): _____

WAGES: _____

ADVANCEMENT POSSIBILITIES: _____

COMMISSIONS: _____

DRESS REQUIREMENTS: _____

TRAINING/PROBATION: _____

PART OR FULL TIME: _____

FRINGE BENEFITS: _____

NUMBER OF EMPLOYEES: _____

JOBS AVAILABLE AT PRESENT: _____

OTHER INFORMATION: _____

(Developed by the Moffat County Women's Council, Craig,
Colorado)

When the survey is complete, you can make some decisions about the kind of class your community needs. If the job market is very limited, you live in an unpopulated area, and women seeking work do not want to leave the community, you will want to plan one kind of class. If your clientele lives near a large, growing urban center and has a certain amount of mobility, you will probably plan a different class. But before really considering the specific topics of your class, give some thought to how, where, and when you will offer it.

FIND THE RIGHT APPROACH FOR YOUR COMMUNITY

The success of any workshop or class depends on planning the approach in relation to the community's needs and stereotypes. Often, the problem for the instructor is not simply in knowing whether a need exists, but in reaching those for whom the program has been developed. Equally important is offering the program in such a way that students will feel comfortable attending. For example, an instructor offers a class, at a university, in business accounting. The class is aimed at non-college graduates, but the class is advertised through the university bulletin. The instructor's mistake is in not considering the situation in which the class is offered and advertised.

Timing is also an important consideration in planning a successful workshop. The summer months are generally the worst for offering a job-hunt course. Women with families are not actively seeking work at this time; they have more child-care responsibilities because children are out of school; they may be planning vacations which would interfere with a new job. The fall, before Christmas, or the early spring are much better times to hold such a workshop.

Since the program developed in this manual is structured to appeal to women who may have been out of

the paid labor force for some time, or who may never have worked outside of the home, instructors will want to consider the specific needs of these women. The following suggestions will offer assistance in designing a successful employment course.

WHERE WILL YOU HOLD YOUR CLASS?

A course doesn't always have to be offered at a high school or college. Local churches are good meeting places where people who are not part of the educational system can be comfortable. Local chapter houses provide excellent meeting places on the Navajo reservation. The Grange offers a possible housing solution in some rural areas. Community education programs are available for scheduling possible facilities.

Remember, you are helping your students learn about the world of work. Get them out into the places where work is done. Your local Chamber of Commerce might provide space for your class. Often banks have meeting rooms which are free to public groups.

If you will be offering the class at night don't forget to consider the lighting situation. Some women are nervous if they are out after dark. Is the building in which you are holding your class well lighted? Can you be there early to let your class in? How far away is the parking lot? Are there comfortable chairs

in the classroom? The mind will only absorb what the seat will endure. These considerations are important to encouraging the attendance of many different women.

HOW WILL YOU LOCATE POTENTIAL STUDENTS?

No matter which kind of community yours is, the more publicity you can develop about your class the better. Use traditional sources such as brochures, posters, newspapers and newsletters, and mailings. Post notices on bulletin boards, at grocery stores, universities, churches, etc. The grapevine is often more effective than formal publicity. Ask people to tell their friends and bring them to the course.

If you haven't used local radio and T.V. stations' public service time, do so. Quite often the media will not only offer free time, but will help you develop short spot announcements about your class.

Unless you have been involved in career education or placement courses before, you have probably not contacted local job development agencies. Private employment agencies, public service employment offices, and vocational schools are appropriate places to locate possible students. Post notices of classes in their offices, and make sure the job counselors are aware of your class.

Finally, don't forget women's organizations. Talk to the League of Women Voters, the Women's Auxiliary of the G.I. Forum, Church Women United, LULACS, NAACP, Women's Political Caucus, NOW, PTAs and any other groups that might know of someone who could benefit from the class. Get a list of these from your local Chamber of Commerce.

The only way to get in touch with the people who will benefit most from this class is with such a publicity effort. Generally speaking they are not going to come to you. One reason many of the women you will teach are out of work is that they lack initiative; they do not know how to actively seek jobs no matter how badly they may desire them. To teach them these skills, you must provide them with plenty of opportunity to find out about your class.

WHAT WILL YOU DO TO PROVIDE FOR SPECIAL NEEDS YOUR STUDENTS HAVE?

Child care is a real problem for many women. Can you arrange for inexpensive or free care during your classes? If not, can you help find child care services? You might consider offering your course through a YWCA or YMCA which has child care facilities. If child care is really inadequate in your community, the class mem-

bers could form their own cooperative child care arrangements, or use teenage sons or daughters to provide child care for the entire class.

What about students who cannot afford a fee? Is it possible to provide sliding scales for fees or offer some scholarship assistance? Often civic groups in your community will provide a donation toward such a course.

If you live in a rural area, transportation can sometimes be a problem. Could car pools be arranged for students without transportation? If you are offering a short workshop, maybe students could be bused in from surrounding areas. This might be particularly needed in more rural areas.

HOW CAN YOU ENCOURAGE COMMUNITY SUPPORT FOR YOUR CLASS?

If your experience with local residents indicates that there is not much community support for women workers, or concern about the employment problems of women, you might want to try an initial meeting aimed at a larger population.

Offer a forum one to two weeks before the class on the employment forecast for the community in the next six months. Invite men and women to the discussions. Invite local employers and state employer rep-

representatives to discuss the employment situation. Include a topic on the changing economic pressures on women to work.

Through such a forum you may discover some of the hidden reasons that women have a difficult time making the transition into the work world. Often, in rural areas community attitudes towards women's places may be very traditional. A woman will have stayed in her home town to take care of parents and raise a family in a culture she is comfortable with. In such a situation her first priority is to relatives. Given the choice of spending a day looking for a job or taking her mother shopping, she will most likely take her mother shopping. She will do this even though she may be badly in need of a job.

A community forum can provide a first step toward helping this woman and her community begin to understand such social blocks to her return to the work force.

From such a community gathering you cannot only begin to build support for your class, but you can also locate some potential students.

HOW TO PUBLICIZE YOUR CLASS

To help you plan a publicity campaign for our workshop, the following is a checklist of publicity activities and a sample press release.

PUBLICITY CHECKLIST

	<u>TARGET DATE</u>	<u>DATE COMPLETED</u>
1. Develop a flyer/poster.	1 month before	
2. Locate press lists for mailing, and media dates.		
3. Develop press release and mail out on appropriate dates.		
4. Have flyer/poster proof-read by several community people.	3 weeks before	
5. Print flyer/poster.	3 weeks before	
6. Contact local organizations for mailing lists and/or assistance in distributing flyer/poster.	2 weeks before	
7. Distribute flyer/poster.	2 weeks before	
8. Complete follow-up distribution of flyer/poster as necessary.	1 week before	
9. Phone potential participants.	1-2 days before	

SAMPLE PRESS RELEASE

U R G E N T

(Name of person and group) ANNOUNCES THAT A WORKSHOP ON HOW TO FIND A JOB FOR WOMEN WILL BE OFFERED ON (Date), FROM (Time) TO (Time), AT (Location). SUBJECTS TO BE COVERED INCLUDE (for example: HOW TO WRITE A RESUME, HOW TO GIVE A GOOD JOB INTERVIEW, HOW TO IDENTIFY JOB SKILLS). (Option A) A REGISTRATION FEE OF (\$5.00-\$15.00) WILL BE CHARGED. (Option B) THE WORKSHOP IS FREE AND OPEN TO THE PUBLIC. REGISTRATION IS REQUIRED (Time) BEFORE THE WORKSHOP. FOR MORE INFORMATION OR TO REGISTER PHONE (Name, Phone number, City).

RE-EXAMINE YOUR TEACHING/FACILITATING SKILLS

A class on job-finding techniques is basically an awareness, confidence and initiative building exercise for students. Women especially, having been raised to consider others before self, have difficulty making their own decisions with any sense of security. So, learning the process of making and following-up on a career choice is especially crucial for them.

In order to provide as many opportunities as possible for students to learn about themselves and develop confidence, this manual stresses student discussion, exercises and assignments. There is also an emphasis on small group work and individual attention. The point of the class is not to hand your students a job, but to help them learn a process which they can use the rest of their lives. You will see students willing, in fact happy, to let you make their career decisions for them. One of the blocks to finding a job, however, is this very lack of initiative and self-definition. Therefore, you cannot make decisions for your students, but teach them approaches to make their own decisions and to act on them.

You will rarely be a lecturer in this class. In fact you will be more of a facilitator than a teacher.

"Facilitating" means helping students come to their own decisions and personal solutions by asking questions and providing exercises which help them answer these questions. The experience should provide you with an opportunity to know your students and their needs and to respond directly to those needs.

There is a good deal of role-playing suggested throughout the manual. Quite a few educators have become comfortable with role-playing exercises, but you may not have experienced such exercises yourself. If you do not feel relaxed in role-playing situations, you might want to try a few of the exercises listed in the manual with co-workers or friends. The role-playing fantasy discussed in Exercise 5 and the interviewing approach developed in Exercise 20 would be useful. Learn to switch around in the roles freely, playing both parts with a variety of people. The more comfortable you can feel with the exercises, the better use your students will make of them. Also, the students will be better able to participate in the exercises if you can feel free to demonstrate some role-playing activities.

For those of you who absolutely cannot play roles, or whose students find the technique unworkable, other possible approaches have been suggested in the manual.

If you have not been involved in leading a group recently, you might want to think about your skills in this area. People act differently when there are more than three of them. A woman who feels comfortable holding a conversation with two friends may be terrified to speak in a larger group; she will probably prefer carrying on an intimate conversation with someone seated next to her. Also, it is difficult to focus the attention of a group of people on one topic for any length of time. Most people will concentrate on a topic only when they feel personally involved. Because of these group dynamics problems, many of the exercises in the manual require breaking your class into smaller groups and directly involving students as much as possible.

You will have times, however, when you must give presentations to a large group. The following hints are provided to help you improve your techniques in teaching a group. As you progress in a class or give a number of workshops, you will find that your abilities grow. But, until you feel comfortable working with 15-20 people at once, you should re-read these hints before each class or workshop in order to refresh your memory.

A group will work best if what is being done, when, and by whom is clear at the beginning of the class or workshop. Hand out a schedule of topics, including who

will be speaking, the points to be covered, and the time to be devoted to each topic. Make sure you stick to this outline.

In any group of people you can expect to run into certain problems that will cause you to lose sight of your focus and get off the point or agenda. The following is a list of common problems and what to do about them. Both a gentle and strong response are suggested. No one response is best in all situations; you should try a few and learn to gauge the impact of each.

Problem:

1. A side conversation between 2 or more people.

Gentle response (G): Speak more firmly and enthusiastically.

Strong response (S): Ask them to join the main discussion, and/or separate them at the earliest opportunity.

2. Someone interrupts a lecture or presentation with unrelated comments.

(G): Without directly responding to the person, pick up on what was said and go on as if there were no interruption.

(S): State that there will be time for discussion later, so would she make a note of her comment for then. (Use this sparingly; if you put your students off too much, they will stop listening.)

3. Someone continually brings up inappropriate personal doubts, problems or experiences during general discussions.

(G): Reassure her that her contribution is accepted.

(S): Restate the topic you were on as a reminder to the group that individual problems are not the focus of the discussion.

4. Someone looks bored, withdrawn, inattentive.

(G): Use that person's name in an example you are giving and look at her.

(S): Ask her a question or otherwise involve her so that she speaks or becomes the focus of group attention for a short while.

5. Someone challenges or contradicts you.

(G): Change the subject; talk to the interrupter but do not respond directly to her challenge.

(S): Briefly but firmly state your point and go on without giving the person an opportunity to respond. (This a crucial problem to handle. If you get involved in an argument, you can waste a great deal of time.)

6. Someone is consistently negative about themselves, the job market, and the course.

(G): Note that it is very hard to get a job and that it is hard to keep your spirits up, then go on with your presentation.

(S): Point out that the workshop is designed to give you the techniques to get a job, but it takes positive thinking, not negative, to make it work.

7. Someone dominates the group, distracting others and not listening to points of view.

(G): Talk with her alone during a break; if you pay her some direct attention, she

may stop trying to get it in the wrong way.

(S): Tell her that you appreciate her interest, but you would like her to help by doing something specific rather than interrupting. (Have something in mind for her to do.)

If you try some of the above approaches you will be better able to control your group so that you meet the needs of everyone and make the points which are important. Since it is often difficult to watch how a group is going and give a presentation at the same time, you may want to organize your class with several co-leaders. Then someone can observe while you speak and work with you to solve problems that arise. Also, if several people are aware of the focus and concerned about sticking to the topic, they can more effectively control the group.

SUGGESTED CLASS TOPICS

The following chapters provide suggested topics and approaches to be used in teaching them. The topics are presented in the order they must be considered in planning an organized job campaign. Generally, the topics are paired when the activities covered overlap or influence each other. This does not mean that in designing your class you will want to keep them paired, or even that you will want to cover all the topics suggested. It is, however, important to follow the sequence developed in the manual.

Each chapter is divided into two parts. The first part provides general background information explaining why the topic should be considered in planning a job hunt. It gives the instructor information about the techniques of teaching the skill discussed. The second part offers a variety of suggested exercises and topics for class discussion. These topics are meant to help students understand specific job-finding skills and give them practice in using them. Pointers are given as to which exercises might work best in special situations, or with particular populations. If you use approaches which include overnight assignments, but your students do not complete the assigned task, translate it into a general class discussion, or use one of the suggested in-class approaches.

Occasionally, time frames are provided with the exercises. These relate to the minimum amount of time an instructor can expect to spend on a given exercise. If you desire, more time can be devoted to the topic. Generally, the minimum time listed would allow the instructor to provide a short presentation and have one or two class responses. The real learning process occurs in the discussions following exercises, therefore it is important that adequate time be provided for discussion. If you are truly concerned about class participation, you should double the minimum times suggested.

NOTE: At the end of each chapter you will find worksheet hand-outs that you may wish to duplicate for your students. These hand-outs have also been translated into Spanish. (The Spanish translations follow the English at the end of the chapter.)

II. IDENTIFYING JOB SKILLS/ASSESSING JOB READINESS

IDENTIFYING JOB SKILLS

Esther Wilcox walks into an employment counseling office for some job-finding assistance. Although she hasn't held a paid job in years, she is now seeking employment.

The first question Esther will be asked is "WHAT CAN YOU DO?"

The following are common answers about job skills which women in such a situation make. Some are also common to women desiring to change careers.

"I had to drop out of high school after my first year. I've never been trained to do anything. So, I don't know what I can do."

A woman making this statement is saying that the only way to get a good job is to have a formal education. She will probably look for work in one of the following low-skill areas: as a domestic, as a plant or factory worker, in a food service position, in a laundry, in seasonal farm employment, or as a cashier or clerk. In other words, she is limiting herself to low-paying, dead-end occupations which have traditionally been filled by women.

Many women entering these occupations do so because they require an immediate job, with basic security. They are also not interested in, or do not have the motivation to continue a formal education. The mistake they often make is believing that because they cannot seek a more skilled position, they have no control over their work situation.

Some women making this statement, however, might want more highly skilled work, but assume that job training does not exist outside a formal education system. This is not really the case. Many private industries and public agencies have on-the-job training programs for motivated workers. People in these training programs make at least a minimum wage while they are learning the work. Some of the programs are federally funded through agencies such as the Employment and Training Administration.

This woman needs to learn more about the opportunities in the world of work. If she is genuinely not interested in further training, she can consider choosing the low-skilled jobs which will offer the most security and future salary increases. She has as much control over the job she takes as a person looking for professional work, and should learn to be selective about where she works.

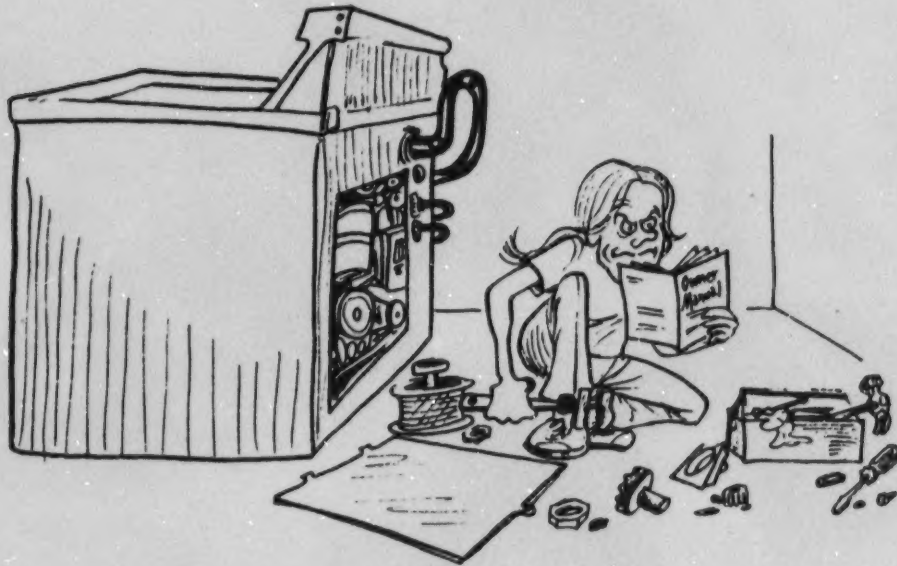
If the woman is interested in job training, she can also increase her options by being more selective about where she works. Rather than taking the first factory job that comes along, she should check into on-the-job training programs available in local factories. If she does take a low-skilled job, she should take it in a situation where she can ultimately move into a job training program. With such training, she could begin to move out of the low-income situation in which she is presently trapped.

"I never have worked, so there's really nothing I can do."

What this woman forgets is the wide variety of skills she has developed managing a household and raising children. For example, in keeping track of family expenses she has planned and managed a budget. If she sews, she has an ability to follow complex written directions and has developed a good deal of manual dexterity. She has undoubtedly spent some time helping her children with school assignments, so she can communicate effectively and can teach others skills.

Actually her lack of paid work experience may offer her an opportunity to choose freely among a wide variety of possible jobs because she isn't limited by

past work experience. She can look over her skills, decide what she genuinely enjoys doing, and look for a position that offers her an opportunity to grow.



SKILLS YOU GAIN AT HOME: "MECHANICAL ABILITY"

"I've only done a little volunteer work, which really doesn't prepare me for a job."

The person making this statement has let herself become a victim of unfair distinctions between "paid" and "unpaid" work. The truth is that volunteer experiences can give one the same job readiness as paid experiences. The woman who gets out her local PTA Newsletter each month has demonstrated writing and editing skills and shown that she can accept responsibility.



SKILLS YOU GAIN AS A VOLUNTEER: "GROUP LEADERSHIP"

Serving on a local Migrant Council board or as President of a Chapter of the North American Indian Women's association develops leadership abilities. Organizing a Christmas fund drive for needy families through a church women's group demonstrates public relations skills, ability to coordinate and supervise other's activities, and self-direction.

Many employers, both public and private, are becoming more willing to consider volunteer experience in the same light as paid jobs, providing such experience is related to the job. In most situations, however, the burden is on the job applicant to show those experiences in their best light. Women with this kind of background can learn to view it professionally and docu-

ment it as they would paid work. This means keeping track of dates and places that they provided volunteer services, asking for letters verifying that the work was done, and using superiors and co-workers as references.

"I was never really prepared to do anything. I have a general high school education (or a liberal arts degree), but that is ten or twenty years old. I never used it."

There are three assumptions being made here, none of which are necessarily true.

First, this individual assumes that a job requires previous specialized training. The fact is that many work opportunities exist for people with general educations who are motivated to learn on the job. Some employers even look for individuals with broad educations because they find them more easily trained.

Second, a statement like this implies that the only way to "use" an education is through paid work. The fact is, we all use our general education every day. Education affects the kinds of reading we do, the hobbies we choose, and the abilities we acquire to act as good citizens. For example, a person who enjoyed biology in high school may keep a summer vegetable garden. and many house plants. Someone who majored in history in college may read the new Book of the Month Club selection on Truman's presidency.

Third, this statement says that the fact of having completed an educational program is meaningless because it happened too long ago. But having completed a specific educational level at any time says something about a person's motivation, reliability and desire to succeed.

"I've only worked at clerical jobs when I've worked, and I hated them. But I suppose that's all I can do."

Many times a woman making this statement puts herself into a trap. The counselor, particularly if he or she is overworked, may send the applicant on a round of clerical interviews. This should be done only as a last resort, since the person is interested in changing careers if possible. Meanwhile, the applicant needs to realize that she can do other jobs. That her work experience as a clerk may actually help her change careers.

The first thing she must do is assess her skills. Clerks often do a variety of tasks. Sometimes aspects of the job they do are not even vaguely related to the job classification. Some clerks who work for large institutions not only perform general clerical duties but are required to provide information and counseling to clients. Such individual counseling may not be a part of the person's official job description, but it provides employment skills, of which the applicant should be aware.

A person seeking to change careers also has general work skills that can be used in seeking a new kind of job. Maybe someone who has worked as a clerk would like to become a plumber. Even though she has no mechanical work experience, her clerical work shows that she can work with details, that she is careful and consistent in her work, and that she can follow directions. These less tangible skills might help qualify her for an apprenticeship position or for on-the-job training programs.

"I've only" statements such as those discussed above illustrate the weights with which unemployed people burden themselves. Any class in job-finding skills must first tackle these weights. Until your students learn to see themselves positively in terms of work skills they possess, they will not be able to decide on the kind of job they want or give a very effective interview.

Many of your students, in particular mature homemakers, will have some initial difficulty in seeing themselves as more than "just a housewife." Your first teaching goal is to help them get over that stereotype and speak about themselves as professional, capable people with specific skills to offer employers.

ASSESSING JOB READINESS

Think for a minute how much your success and happiness in your job relates to the actual work you do. How much does it relate to your skill at coping with your work situation? Work environment includes the salary you make, the hours you work, the distance you commute. Chances are one of the reasons you landed and have kept the job you have now is that you could work the hours required, do the travel required, and work with others on the staff.

One of the goals in your course is not only to help your students find a job, but if possible, find a self-fulfilling job. This does not mean that everyone in your class will aspire to white collar jobs or even highly skilled jobs. It does mean that each person will learn what kind of work matches not only her skills and interests but provides a work environment in which she can succeed.

Some people's difficulty in identifying an appropriate work environment stems from a rigid definition of the working world which they will need to broaden. For others the difficulty is just the opposite -- they have no idea of the demands a paid job will place on them. Some considerations that will be of interest to both groups are: the place they can work, the minimum salary they must make, full or part-time work, job security re-

quirements. Other considerations are: how much responsibility they are free to accept, and whether they have strong moral or religious beliefs which prevent them from doing certain kinds of work.

Where to Work

This is primarily a mobility question. Some people may be able and willing to move to another city or state for the right job. Chances are most of your students will not have this much mobility. Many women must take a look at their mobility in seeking work.

On the other hand, the job hunter can quite often think more creatively about mobility than she may be doing. She may not be free to move, but she should be asking herself how far she is willing to commute to work. She might want to become more familiar with public transportation between cities. Knowledge of this sort can help her broaden a job search.

Minimum Salary

We all feel that the amount of money our services are worth is our ideal salary range. Not many people beginning a job hunt, however, know the bare minimum they can afford to make. Yet, without this knowledge it is possible to pass up a job that's perfect because the salary is lower than one's ideal or to take a job which really does not pay enough.

In determining a minimum salary, your students will need to think about how much their take home pay will be after taxes, insurance and obligatory retirement fund withdrawals. They should also think about the cost of transportation, lunches, clothes and child care.

Full- or Part-time Work

Some of your students may never have worked a forty-hour week. Consequently, they may not have a clear idea of the effect such a commitment can have on their lives. Full-time jobs leave little time for participating in volunteer activities, making homemade bread, or keeping up with a favorite novelist. They also require a good deal of organization and, if one has family responsibilities, a shifting of some roles.

Women planning to work full-time need to look at ways in which many of their home responsibilities can be shared with other members of the family or hired help.

Many women prefer part-time work because they can balance outside interests and family needs with a career. A decision to work part-time creates other kinds of problems, however, because the pay is often low. Generally speaking, part-time employees also do not receive the fringe benefits or promotions of full-time staff. So, the decision to work full or part-time requires considering the economic question of "What is the minimum salary I need to make?"



Job Security

Not everyone is looking for a job that will see them through the next twenty years. For example, a woman might return to work for a couple of years in order to save enough money to complete an advanced college degree. Or someone who has never worked may want to try a variety of short jobs before settling on a career path.

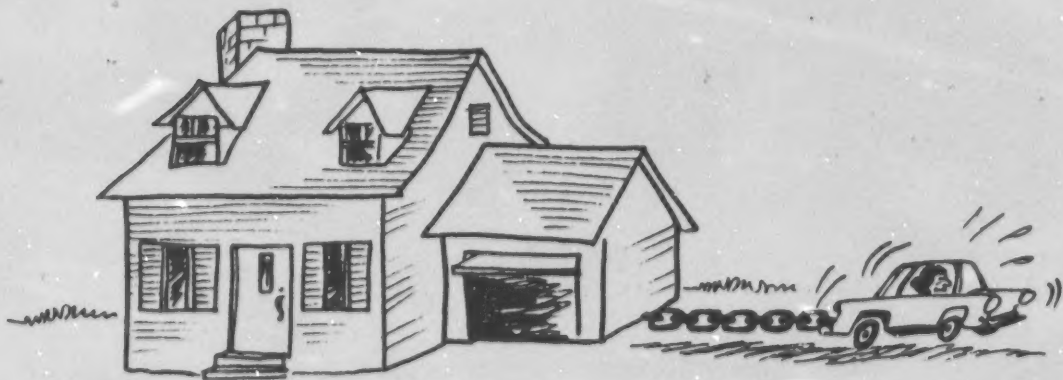
It is important to understand the reasons one is seeking a job in order to answer the job security questions. Does the family depend on a regular paycheck for necessary living expenses, or is it possible to work on a commission basis? Is the excitement of the work, no matter how temporary, the important consideration, or is an assured long-term salary crucial?

Level of Responsibility

One of the most depressing aspects of a job hunt can be getting an interview for a job whose basic re-

quirements you cannot fulfill. Ability to travel is one such requirement which women may find difficult. The best job applicants have thought about these kinds of problems before they start reading the classified ads. Your students should too.

Begin with travel. The applicant needs to consider: Can she be away from home overnight? Could she use the family car for extended periods? Is her work important enough for her to spend a week on the road? Will traveling with men on job assignments cause family conflicts?



"ARE YOU ABLE TO TRAVEL AWAY FROM HOME?"

Encourage creative ways to think about travel. For example, maybe a woman would travel, but the family has only one car. She could seek jobs which provide cars, or which reimburse her for the cost of a rental car.

Other considerations might be if one could occasionally work on the weekend or at night, or if the job also entails a certain amount of entertaining.

Remember as you teach this class that looking for a job can be one of the most difficult activities people attempt. Job applicants will meet employment counselors who will tell them that they have no skills. If someone in a Personnel Department bothers to speak to them at all, they will be repeatedly told that no applications are being taken, that there's a freeze on hiring, that there are no positions for which they are qualified. Women will receive cursory, even rude, interviews in which they will be counseled that a woman's place is in the home, or asked who will take care of their children if they get sick, or if they would like to do volunteer work since they are so good at it.

To get ready for a job search help your students discuss and make decisions about skills they have and problems they may face. They will be better prepared to cope with indifference, ignorance or prejudice and be ready to deal with personnel departments and interviewers to their own advantage.

A short, annotated bibliography is provided for your use. It is not necessary that you look over any of the

listed references. They will, however, provide you with a more in-depth analysis of women's employment barriers and new approaches to teaching decision-making skills than is possible within the scope of this manual.

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CLASS EXERCISES/DISCUSSION -- IDENTIFYING JOB SKILLS/
ASSESSING JOB-HUNT READINESS

In teaching this class you are training your students to effectively use a job-hunt process. Therefore you will want to know at the very beginning what is preventing them from finding work. With this information you can tailor the rest of your class to meet specific needs. The first exercise and discussion suggested will help you find out about your students.

This first activity also begins the learning situation for your students. Job hunting can be a very lonely and depressing experience. Many people, in particular those who have not looked for work in some time or who have been on the job market for a long period with no luck, begin to feel that no one else in the world suffers from the same difficulties they do. The first discussion in your class can provide each person with a sense of being part of a group and of having group support for their search.

Finally, the following questions for discussion will start each individual student on the path to self-awareness and discipline. This should be the beginning of a successful job search.

SUGGESTED WARM-UP EXERCISES

You will want to give students the opportunity to relax and get to know each other at the beginning of the class or workshop. This is a self-exploratory class in which you must use the resources of the group. When students are familiar with each other they are more able to share feelings, opinions, and attitudes, and help each other solve individual problems.

The following are some tips for relaxing students at the beginning meeting.*

Pair up and introduce each other.

Write your name on a card and explain to the group what you like or don't like about your name, or how you got your name.

Have some big sheets of paper with magic markers available. Ask students to draw a picture of their life as it is now, represented as a vehicle or animal. Share the pictures.

Have students present the best or funniest thing that happened to them this week.

*Always begin these short warm-ups by doing the exercise yourself for the class. Never force participation. These short exercises should be voluntary.

EXERCISES 1-6

EXERCISE 1: "Why Aren't You Working?"

(Choose one of the following approaches)

TIME/ACTIVITY	SUGGESTED APPROACHES
Discussion (15 minutes minimum)	Ask students to volunteer responses to the question "Why Aren't You Working?" (or, if they are under-employed, "If you want a different job, why don't you have it?") Discuss possible alternatives/solutions to the problems raised.
Materials Required	None
Special Instructions	This approach may appear threatening, but it has been used successfully in a wide variety of situations.

Written Statement/Discussion (25 minutes minimum)	Ask each student to write a short response to the above question. Emphasize that no names will be used. Put all the responses in a box. Have students pull out others' statements. Each student reads aloud one statement. The class discusses possible alternatives/solutions to the problems raised.
Materials Required	Paper, pencils, box.
Special Instructions	A written approach works best with high school graduates or above.

TIME/ACTIVITY

SUGGESTED APPROACHES

Discussion (10 minutes minimum)	Ask students to discuss why some women have trouble finding jobs. Or why some women work at jobs which they do not find interesting. Discuss possible solutions to the problems raised.
Materials Required	None
Special Instructions	For some cultures, speaking on a highly personal plane to strangers is threatening. This approach might be more successful with students from such backgrounds.

EXERCISE 2: "What Is a Skill?"

If some students in your class cannot decide what kind of work they are able to do, or say they have no job skills, you will want to use one of the following approaches to identifying job skills. Be careful to work on specific skills, not job titles. For example, being a carpenter is a job title. The skills of a carpenter include: sawing, nailing, measuring, woodworking, etc. Also, be careful that the skills are not qualified by statements such as: "I can saw, but not too good." Either a person can or cannot saw. The point in identifying skills is not that a person can improve them, or someone else has better skills, but that each individual has skills to offer an employer.

TIME/ACTIVITY

SUGGESTED APPROACHES

Discussion (15 minutes minimum)	Ask the group to brainstorm and record a list of skills. These do not have to be their own skills; you are teaching them to talk about skills in general. If they give you a feeling (like: liking people) or a job title (like: nursing), make them break that feeling or job into specific skills (like: organizing groups or tending a sick person). Then ask students to look over the list and identify skills that they have and like and/or skills that they would like to have.
Materials Required	None
Special Instructions	This approach should work with any population. It is crucial for women.

Handout: Sample Skills Definition/Dis- cussion (15 minutes minimum)	In order to help the group learn the difference between skills and feelings, have them work together to develop a list of general skills. Provide students with the skills definition form. Ask them to quickly list three feelings and describe them as skills. Make them refer back to the general skill list to make sure they are describing skills. Discuss the answers. Encourage them to take the forms home and continue to work on them.
Materials Required	Copies of Sample Skills Definition, Pencils.
Special Instructions	A written approach works best with high school graduates or above.

Women tend to undervalue rather than overvalue their skills. This characteristic leads to a reluctance to "toot your own horn." But in order to get a job, one sometimes has to take the initiative and point out achievements and abilities in a forceful manner. The next exercise helps students experience a sense of self-achievement and self-worth that can lead to such confidence.

EXERCISE 3: "What Are My Job Skills?"

TIME/ACTIVITY	SUGGESTED APPROACHES
Written Statement/ Discussion (overnight)	Ask your students to prepare a list of their achievements. Stress that these do not have to be achievements with which others necessarily agree, but things they have done which give them a personal sense of accomplishment, or make them feel good. The important point is that they list the achievement in terms of a specific activity. For example: I got my G.E.D. I canned 50 pounds of tomatoes. I was elected President of the P.T.A. I raised five children by myself. At the beginning of the next class session ask them to read statements from their lists and have the rest of the class identify skills they have gained. List skills on a blackboard or large sheet of paper and urge others to add to the list. *Note: If you have students who feel very unsure of themselves, you might want to spend a few minutes at the start of each class session doing this exercise.
Materials Required Special Instructions	Paper/Pencil Even though it is written, this approach could work with students who have not completed high school because it can be taken home.

TIME/ACTIVITY

SUGGESTED APPROACHES

Discussion (15 minutes minimum)	Ask students to volunteer five or more accomplishments of which they are proud. Work as a group, to translate these accomplishments into skills.
Materials Required	None
Special Instructions	This approach could be used with any population.

Portfolio (two days minimum)	Ask your students to put together a "skills box." This is a box or folder into which they place documents or notes related to accomplishments. Unlike the achievement list, these are not necessarily activities of special significance to them, but indications of the number of activities they have done throughout their life. For example, a skills box could contain a high school diploma, a Red Cross course completion certificate, a list of civic committees on which the person has served, newspaper clippings, a husband's or other family member's statement detailing all the person's home responsibilities, etc. In the following classes you will ask your students to use these skills boxes to help them make career choices, fill out job applications, or write resumes.
Materials Required	a.) Paper, Pencil b.) Box or Folder
Special Instructions	This approach could be used with any population. It is a good way of beginning to express self-confidence.

The next group of approaches may be used to help your students develop a better conception of the job environment they require to be happy and successful in their work. Doing the following assessments should also provide them with some solutions to the problems they raised in describing why they were not working, and assist them to develop some idea of other considerations they should make in actively seeking work.

The first exercise is essential in that it will tell you how much thinking your students have done about the work world. It will also give you a chance to provide them with some basic information about the difference between gross and net salaries.

EXERCISE 4: "What Is the Minimum Salary You Must Make?"

TIME/ACTIVITY

SUGGESTED APPROACHES

Discussion/ Minimum Salary Checklist (10 minutes minimum)	Ask for volunteers to present answers to this question and to discuss with the group considerations that are made in defining minimum salary. Use the Minimum Salary Checklist, found at the end of this chapter, as an aid to the discussion. It is recommended that the instructor complete a sample checklist before class.
Materials Required	Copies from Minimum Salary Checklist
Special Instructions	If you have a class without much experience in money management, you will want to use this approach. Also, if you are working with a severely disadvantaged population, you may find that your students' salary needs may outstrip the real salaries they can expect. But, this exercise is still useful for this group as a self-knowledge exercise.

Exercise 5 can be used to lead students into an understanding of the need to make lifestyle decisions before you begin to look for a job. The following exercises address this broader concern.

EXERCISE 5: "What Do You Know About Work?"

TIME/ACTIVITY	SUGGESTED APPROACHES
Role-Playing (20 minutes minimum)	Explain to your students that you are going to lead them through an imaginary work day. They will not be required to share their thoughts with others if they don't desire to. Ask them as they go through the day to note mentally what aspects about work make them uncomfortable and what aspects they like. Any time that they experience a situation which they find really distasteful, they can "go back for a walk in the woods." Read them the questions listed on the Fantasy Worksheet, found at the end of the chapter. Discuss individual imaginary experiences, or responses in general to the exercise.
Materials Required	None
Special Instructions	This is an approach which can be used with any population.

TIME/ACTIVITY	SUGGESTED APPROACHES
Discussion (15 minutes minimum)	Lead a group discussion on the best and worst aspects of work. Keep the discussion general. Ask your students to make individual choices about what would be the worst aspect they could stand, if they could work in a situation where the best aspect was fulfilled.
Materials Required	None
Special Instructions	This approach can be used with any population.

EXERCISE 6: "Getting Ready to Find a Job"

TIME/ACTIVITY	SUGGESTED APPROACHES
Discussion/Small group work (15 minutes minimum)	Divide the class into small groups of three. Ask each group to use the Job Needs Checklist, found at the end of this chapter, to decide what each individual in the group feels is her most suitable job environment.
Materials Required	Copies of Job Needs Checklist; pencils.
Special Instructions	This approach can be used with any population.

TIME/ACTIVITY

SUGGESTED APPROACHES

Activities Pie Chart (week)	Provide your students with the Activities Pie Chart found at the end of the chapter. Ask them to take it home and fill it in over the next week. They will need to keep a log of their daily activities, then fit the activities at the end of the week into the categories on the chart. After they have completed the actual chart, they should do another one which shows how they will need to re-divide their time in order to go to work. Stress that these re-dividing decisions should be made in consultation with other family members. Have them bring in their two charts and discuss what they learned about their job needs in completing them.
Materials Required	Copies of Activity Pie Chart
Special Instructions	This approach will work best with students who have the freedom to re-organize their time.

TIME/ACTIVITY

SUGGESTED APPROACHES

Family Needs Questionnaire (overnight)	Hand out the Family Needs Questionnaire found at the end of this chapter. Ask your students to use it in developing a Job Needs Statement. The statement doesn't have to be longer than a few paragraphs. It should include a salary range, work week schedule (40 hours, 20 hours, etc.), and child care and transportation provisions. At the next class discuss any family responses they might have encountered in developing the needs statement.
Materials Required	Copies of Family Needs Questionnaire.
Special Instructions	This approach can be used with any population.

In the Appendix you will find a handout outlining some of the "myths" about women working. If you have students who are experiencing family or peer pressure against their desire to work, they might find this handout useful. Or, the handout may be used as a basis for a group discussion.

WORKSHEETS FOR EXERCISES 1-6

This section contains the following worksheets:

- 1.) Instructor's Worksheet -- Fantasy (page 67)
- 2.) Sample Skills Definition (page 70)
- 3.) Minimum Salary Checklist (page 71)
- 4.) Job Needs Checklist (page 72)
- 5.) Activity Pie (page 73)
- 6.) Family Needs Questionnaire (page 77)

1) INSTRUCTOR'S WORKSHEET--FANTASY

If your class is primarily interested in one kind of work, for example technical jobs, you might want to identify a specific job at the beginning and use it to get them through the exercise.

Do this exercise slowly. The most frequent error in this type of exercise is to go too fast. Lead the class through the exercise using a dialogue like the following:

Everyone make themselves comfortable.

Close your eyes. Imagine you are on a walk through the woods. It is a pleasant walk. In a moment I will be leading you through an imaginary work day. If at any time you are involved in an activity you don't enjoy, you can return to the woods for a while.

What we are going to discover is what each of us likes and doesn't like about working. At the end of the exercise we will share our feelings if we so desire.

The first thing you will do is get up in the morning to go to your job.

What time will you get up? Is it early in the morning, or later?

(Pause)

Now you must get dressed for work. What are you wearing? Are you comfortable in the clothes you have on?

(Pause)

How will you get to work? Are you walking, riding a bus, driving? How far do you have to go?

(Pause)

You have arrived at your job. What kind of building do you work in? Do you work inside at all?

(Pause)

What is your job? What is the first activity you must do? Do you like it?

(Pause)

How many people do you work with? Are they like you?

(Pause)

What do you do at lunch? Do you eat with the people you work with? Do you go home?

(Pause)

Do you go back to work after lunch? If so, are you doing the same thing you did this morning, or something different? Do you still like it?

(Pause)

What time do you get off work? Your boss asks you to work overtime. Can you? What errands must you run before going home?

(Pause)

You are back home. Are you fixing dinner? What time is it?

(Pause)

What do you do after dinner? Do you straighten up your house? Talk with family? Watch television? Read? Or do you have work which you have brought home?

(Pause)

What time do you go to bed in order to get to your job on time the next day?

(Pause)

Open your eyes. What did you think of the exercise? Does anyone want to share his or her fantasy?

NOTE: If the class is reluctant to discuss the exercise, the instructor can sometimes get a discussion going by relating her or his own responses to the fantasy. If you have a couple of places where you "go back to the woods," be sure to relate them and explain what they tell you about the kind of work you enjoy.

2) SAMPLE SKILLS DEFINITION

Feeling	Skill
1. I like to work with people	I can work in groups, organize others' activities, take direction, counsel an individual, or care for a sick person.
2. I like to work with my hands.	I can operate machinery, repair equipment, cut patterns, build projects to design specifications.
3. I enjoy getting out of the house.	I can leave my personal problems at home. I am not afraid to meet new people. I am comfortable in different situations.

YOUR SKILLS DEFINITION

Feeling

Skill

3) MINIMUM SALARY CHECKLIST

It can cost you money to work. Consider the kind of job you want. Try to estimate the amount you will spend each month on the following items. If another member of your family is working, you might use their expenses to give you an idea about yours.

- A. Monthly Job-Related Expenses
- Transportation \$ _____
- Lunches _____
- Child care _____
- Clothes _____
- Household _____
- Other (eating out more often) _____
- Total \$ _____

Using the total in A., add the minimum amount of money you must take home in order to satisfy the reasons you are seeking work. (Must you work to pay your rent, to buy a car. What do you need to make monthly to meet this goal?)

- B. Monthly Actual or Net Income Required
- A. Total \$ _____
- +
Needs _____
- B. Total \$ _____

Finally, using your last total, add on 20 percent to give you a rough estimate of the minimum gross income you must make. (This percentage covers payroll deductions such as Federal income tax, State income tax, social security, health insurance, etc.)

- Required Gross Income
- B. Total \$ _____
- +
20% _____
- Total \$ _____

The final total you come to is a rough approximation of your required minimum salary. Remember, this figure relates to what the person hiring you quotes as your gross salary, not to your actual take home pay. That is the B. Total.

4) JOB NEEDS CHECKLIST

1. Minimum Salary: \$ _____.
2. I must work within walking distance of my house ____, a short driving distance ____, a longer driving distance ____, near public transportation ____.
3. I cannot relocate ____; I can move to another city in my state ____; I can move to another state ____.
4. I must work between the hours of ____ and ____.
I can only work on the following days: Monday ____, Tuesday ____, Wednesday ____, Thursday ____, Friday ____, Saturday ____, Sunday ____.
5. I am free to work nights, occasionally ____, frequently ____, never ____.
6. I can be away from home overnight, never ____, occasionally ____, frequently ____.
7. If I must travel I have a car available, never ____, occasionally ____, frequently ____.
8. I need a job which is guaranteed to last for at least one month ____, six months ____, one year ____, more than one year ____.
9. I am more interested in the amount of money I make ____, the excitement of my work ____, the promotion potential of my work ____.
10. I must have a guaranteed monthly income _____. I can work on commission _____.

5) ACTIVITY PIE: SAMPLE (15 HOUR DAY)

Activities Log: Actual
Homemaking (Cleaning,
Cooking, Shopping,
Laundry, etc.)

Jan. 5 6:00 AM- 7:00 AM
9:00 AM-11:00 AM
4:00 PM- 6:30 PM

Total
hours 5-1/2 hours

Family and Child Care

7:00 AM-9:00 AM
12:00-1:00 PM
6:30-8:30 PM

5 hours

Hobbies/Civic Interest/
Friends

11:00 AM-12:00 NOON
1:00 PM- 3:00 PM
8:30 PM- 9:00 PM

3-1/2 hours

Job-Hunt

3:00 PM-4:00 PM

1 hour

Activities Log: Future

6:00AM- 7:00 AM
9:00 AM-10:00 AM
4:00 PM- 6:30 PM

4-1/2 hours

7:00 AM-9:00 AM
6:30 PM-8:30 PM

4 hours

12:00-2:00 PM
8:30-9:00 PM

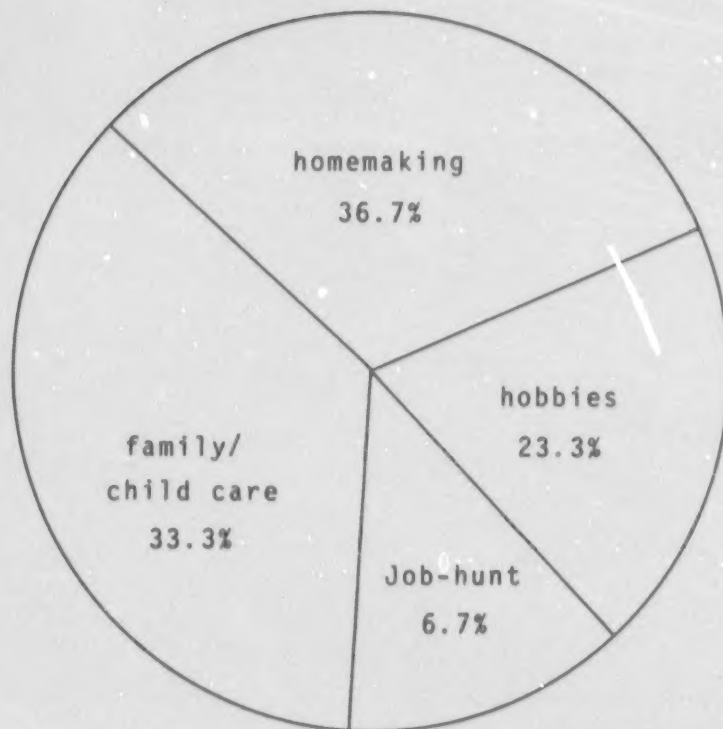
2-1/2 hours

10:00 AM-12:00 NOON
2:00 PM- 4:00 PM

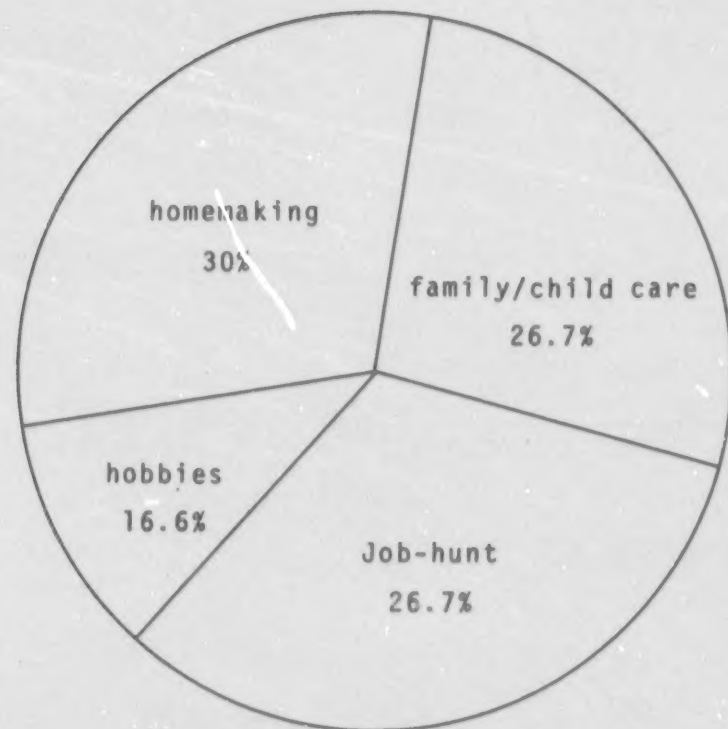
4 hours

5) ACTIVITY PIE: SAMPLE

Actual



Future



5) ACTIVITY PIE: PERSONAL (ONE DAY)

ACTUAL HOURS SPENT

<u>Homemaking</u>	<u>Child Care/Family</u>	<u>Hobbies/Civic/Friends</u>	<u>Job Hunt</u>
-------------------	--------------------------	------------------------------	-----------------

Date:

Totals:

PLANNED HOURS SPENT

<u>Homemaking</u>	<u>Child Care/Family</u>	<u>Hobbies/Civic/Friends</u>	<u>Job Hunt</u>
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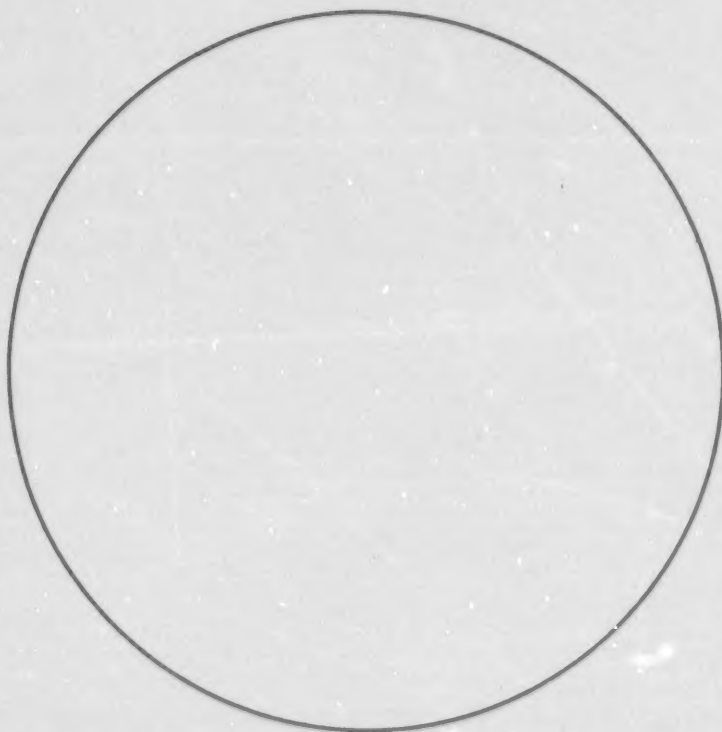
Date:

Totals: 84

85

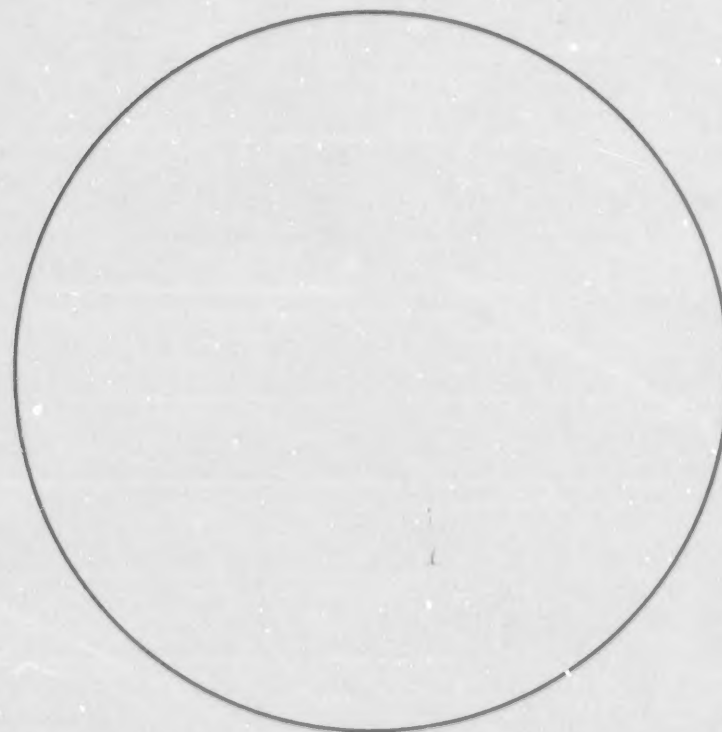
5) ACTIVITY PIE CHART: PERSONAL

Actual



86

Planned



76

87

6) FAMILY NEEDS QUESTIONNAIRE

If you are planning to go to work or to go back to work but have a family depending upon you for certain daily needs, your transition will be easier if you have discussed some of the following areas with your family. Considering these problems will also help you answer difficult questions from interviewers regarding how you plan to balance your work and home life. Only answer those sections which are of use to you.

Child Care: If you have children, ask them to help you rank the following possible approaches to insuring that they are cared for in your absence. If your spouse is present, these will be issues of concern to him also. (Choose three and decide on an order of preference.)

- _____ Shared care with your spouse.
- _____ An adult to tend the children in your home.
- _____ A teenager to tend the children.
- _____ A relative or friend to tend the children.
- _____ A nursery school or pre-school.
- _____ A day-care center for children all day, or part-day for school age children.
- _____ Summer day camps.
- _____ Unpaid leaves during summer or other school vacations.
- _____ A work schedule that allows you to be home when children are out of school.
- _____ Other options.

Parent/Relative Care: Possibly you are providing care for one or both your parents or for an elderly relative. How will you work this out when you go to work? Again ask those concerned for their preferences.

- _____ Ask other members of the family to share the care.
- _____ Hire someone to help you.
- _____ Help the relative find other community support.
- _____ Other options.

Housework: Who else in the family can help you with these chores? Ask your family to choose activities that will be most suitable for them.

- _____ Seek help of husband, children, or other family members in cooking, cleaning, and maintenance.
- _____ Compensate children for assistance with cooking and cleaning.
- _____ Employ someone to help with household chores.
- _____ Eliminating some activities such as weekly cleaning of the refrigerator.
- _____ Other options.

Hobbies/Civic Work/Friends: Discuss with friends and spouse which social activities can be curtailed and which they feel is/are extremely important.

- _____ Can your husband organize some social gatherings?
- _____ Can your friends make do with weekly lunches?
- _____ Resign from some clubs or organizations to which you belong.
- _____ Contribute money rather than time to civic organizations.
- _____ Other options \$9

Note: If all your solutions involve spending money to replace yourself rather than getting the active cooperation of your family and friends, you may have to re-think your approach to work. You may not be able to afford it. Also, in this situation you will probably need to spend more time discussing your reasons for working with your family and exploring their reluctance for you to do so.



HOJAS DE TRABAJO PARA LOS EJERCICIOS 1-6

- 1) Hoja de trabajo para el instructor (*no se traduce*)
- 2) Modelo para definir habilidades adquiridas (p. 81)
- 3) Lista para comparar gastos personales contra salario mínimo (p. 82)
- 4) Lista de requisitos para tomar un empleo (p. 83)
- 5) Distribución del horario según las actividades (p. 84)
- 6) Cuestionario sobre las necesidades de la familia (p. 86)

2) MODELO PARA DEFINIR HABILIDADES ADQUIRIDAS

<u>Intereses</u>	<u>Habilidades</u>
1. Me gusta trabajar con la gente.	Puedo trabajar en grupo, organizar actividades de terceros, hacerme cargo de dirigir o aconsejar a individuos, y también de cuidar a enfermos.
2. Me gusta trabajar con las manos.	Puedo operar maquinaria, reparar equipo, cortar patrones, construir proyectos según especificaciones dadas.
3. Me gusta salir de la casa.	Sé dejar mis problemas personales en casa. No tengo miedo de conocer a la gente nueva. Me encuentro bien en situaciones de diversa índole.

DEFINICIÓN DE SUS HABILIDADES

<u>Intereses</u>	<u>Habilidades</u>
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3) LISTA PARA COMPARAR GASTOS PERSONALES CONTRA SALARIO MINIMO

Trabajar puede costar dinero. Considere el tipo de empleo que quiere usted. Trate de estimar la cantidad que gastará cada mes para cada uno de los puntos a la derecha. Si algún otro miembro de su familia trabaja, puede usar sus gastos para darse la idea de lo que usted gastaría.

A. Gastos mensuales relacionados con su empleo:

Transporte:	\$ _____
Almuerzos:	\$ _____
Cuidado de los niños:	\$ _____
Ropa:	\$ _____
Gastos domésticos:	\$ _____
Otros (comer fuera con más frecuencia, etc.):	\$ _____
TOTAL	\$ _____

Saque el total obtenido en A, súmele la cantidad mínima de dinero que usted debe llevar a casa para satisfacer las razones que le han llevado a buscar empleo. (¿Debe usted trabajar para poder pagar su renta? ¿Para comprar un auto? ¿Cuánto necesita ganar mensualmente para alcanzar esta meta?

B. Ingresos mensuales reales o netos que requiere:

A. Total	\$ _____
+	
Necesidades	\$ _____
TOTAL	\$ _____

Por último, tome el último total obtenido en B, súmele el 20%* para calcular aproximadamente los ingresos totales mínimos que usted debe ganar.

C. Ingresos brutos requeridos:

B. Total	\$ _____
+	
20%	\$ _____
GRAN TOTAL	\$ _____

*Este porcentaje cubre deducciones efectuadas directamente en la nómina de pago para el impuesto federal de renta, el impuesto estatal de renta, la seguridad social, el seguro médico, etc.

El gran total obtenido es una aproximación del salario mínimo que usted requiere. Recuerde que la persona que le contratará se referirá a este gran total (o sea su salario bruto), y no a la suma que usted realmente llevará a casa (o sea el Total B).

4) LISTA DE REQUISITOS PARA TOMAR UN EMPLEO

Marque la línea apropiada:

1. Salario mínimo: \$_____.
2. Mi empleo debe estar a una distancia de casa que me permita ir a pie_____, conducir una distancia corta en auto_____, conducir una distancia larga en auto_____, tomar algún servicio público de transporte_____.
3. No puedo cambiar de domicilio_____; puedo mudarme a otra ciudad en este mismo estado_____; puedo mudarme a otro estado_____.
4. Debo trabajar entre las horas de _____ y _____. Puedo trabajar sólo en los siguientes días: lunes_____, martes_____, miércoles_____, jueves_____, viernes_____, sábado_____, domingo_____.
5. Puedo trabajar de noche ocasionalmente_____, con frecuencia_____, nunca_____.
6. Puedo pasar la noche fuera de casa nunca_____, ocasionalmente_____, con frecuencia_____.
7. Si tengo que viajar, dispongo de un coche nunca_____, ocasionalmente_____, con frecuencia_____.
8. Necesito un empleo que me garantice durará por lo menos un mes_____, seis meses_____, un año_____, más de un año_____.
9. Ante todo, me interesa la cantidad de dinero que gano_____, el estímulo que me proporciona_____, la posibilidad de promoción y/o ascenso_____.
10. Debo contar con un ingreso mensual garantizado_____. Puedo trabajar a comisión_____.

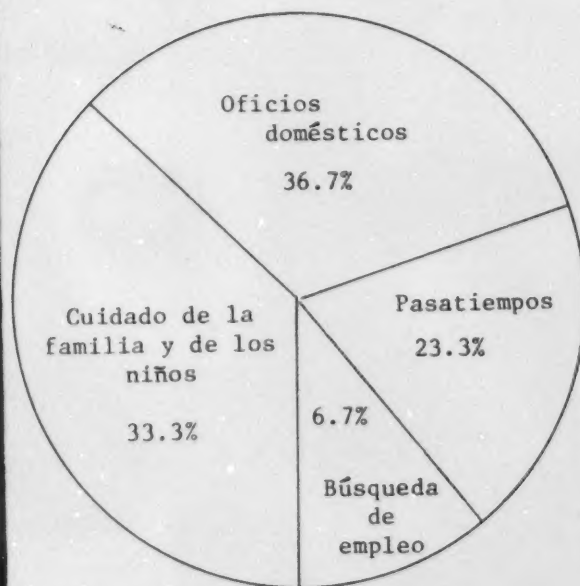
5) DISTRIBUCIÓN DEL HORARIO DE MUESTRA SEGÚN LAS ACTIVIDADES

Registro de actividades de un día: En la actualidad

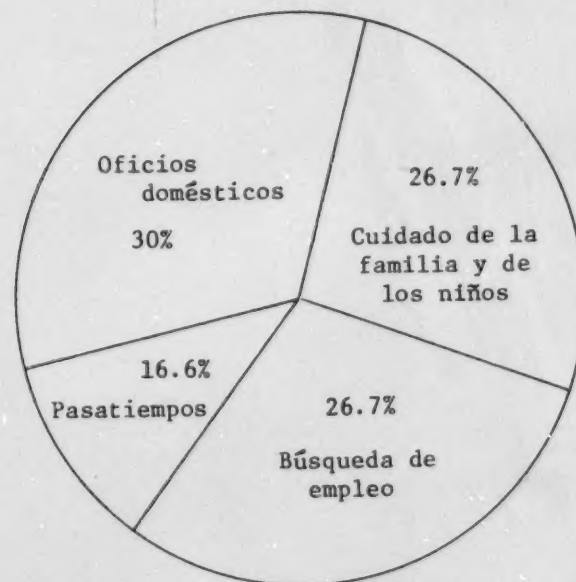
<u>Oficios domésticos</u> (limpieza, cocina, compras, lavado de ropa, etc.)	<u>Cuidado de la familia y de los niños</u>	<u>Pasatiempos/ Intereses cívicos/ Amistades</u>	<u>Búsqueda de empleo</u>
5 de enero 6:00 - 7:00 AM 9:00 - 11:00 AM <u>4:00 - 6:30 PM</u>	7:00 - 9:00 AM 12:00 - 1:00 PM <u>6:30 - 8:30 PM</u>	11:00 - 12:00 M 1:00 - 3:00 PM <u>8:30 - 9:00 PM</u>	3:00 - 4:00 PM <u> </u>
Total 5 1/2 horas	Total 5 horas	Total 3 1/2 horas	Total 1 hora
Registro de actividades de un día: En el futuro			
6:00 - 7:00 AM 9:00 - 10:00 AM <u>4:00 - 6:30 PM</u>	7:00 - 9:00 AM 6:30 - 8:30 PM <u> </u>	12:00 - 2:00 PM 8:30 - 9:00 PM <u> </u>	10:00 - 12:00 M 2:00 - 4:00 PM <u> </u>
Total 4 1/2 horas	Total 4 horas	Total 2 1/2 horas	Total 4 horas

5) DISTRIBUCIÓN DEL HORARIO SEGÚN LAS ACTIVIDADES

En la actualidad



En el futuro



5) DISTRIBUCIÓN DEL HORARIO SEGÚN LAS ACTIVIDADES

(PERSONAL)

EN LA ACTUALIDAD (UN DÍA)

Oficios domésticos

Cuidado de la familia
y de los niños

Pasatiempos/Intereses
cívicos/Amistades

Búsqueda de
empleo

Fecha:

Totales:

86

PLANEADA PARA EL FUTURO

Oficios domésticos

Cuidado de la familia
y de los niños

Pasatiempos/Intereses
cívicos/Amistades

Búsqueda de
empleo

Fecha:

97

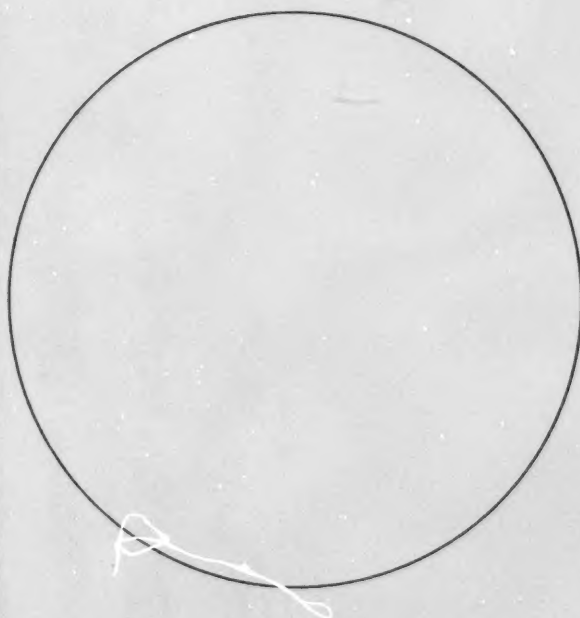
98

Totales:

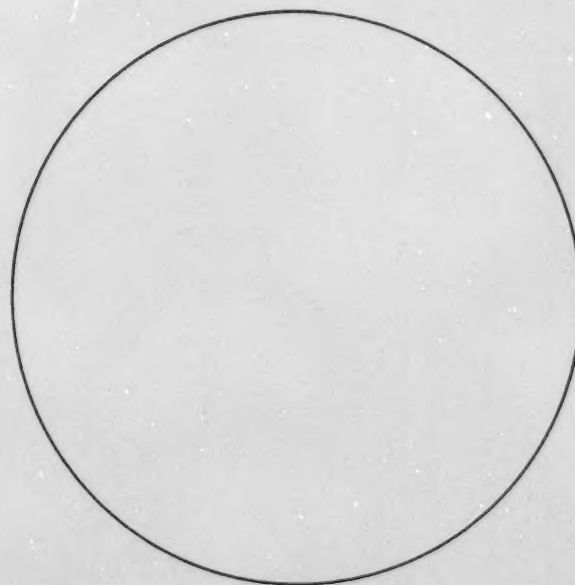
5) DISTRIBUCIÓN DEL HORARIO SEGÚN LAS ACTIVIDADES

(PERSONAL)

En la actualidad



Planeada



6) CUESTIONARIO SOBRE LAS NECESIDADES DE LA FAMILIA

Si usted piensa trabajar o volver a trabajar, pero su familia depende de usted para ciertas necesidades cotidianas, el cambio se logrará con mayor facilidad si usted discute los siguientes aspectos con su familia. Además, al considerar estos problemas, usted se podrá valer de las soluciones propuestas para responder preguntas difíciles que le harán sus entrevistadores con respecto a la fórmula que usted propone para equilibrar su empleo y su vida del hogar. Conteste sólo aquellas secciones que sean aplicables en su caso particular.

Cuidado de los niños: Si usted tiene niños, pídales que le ayuden a poner en orden de importancia los siguientes enfoques que garantizarán su cuidado durante su ausencia. Si su cónyuge está presente, él también estará interesado en estos puntos. (Escoja 3 y asígneles un orden de preferencia).

- _____ Usted y su cónyuge compartirán el cuidado de los niños.
- _____ Un adulto atenderá al cuidado de los niños en la casa.
- _____ Un(a) quinceañero(a) se encargará del cuidado de los niños.
- _____ Un(a) familiar o amigo(a) cuidará a los niños.
- _____ Los niños asistirán a un jardín infantil o centro pre-escolar.
- _____ Los niños irán a una guardería (por todo el día para los menores y por parte del día para los de edad escolar.)
- _____ Irán a campamentos de verano.
- _____ Usted obtendrá permisos de ausencia sin pago durante el verano y demás vacaciones escolares.
- _____ Usted dispondrá de un horario de trabajo que le permita estar en casa cuando los niños no estén en la escuela.
- _____ Otras soluciones.

Cuidado de padres o familiares: Es muy posible que usted esté cuidando a su padre y/o madre, o a algún pariente anciano. ¿Cómo resolverá esto cuando salga a trabajar? Nuevamente, pregunte a los interesados qué prefieren ellos.

_____ Solicite a otros miembros de la familia que compartan el cuidado.

_____ Contrate la ayuda de alguien.

_____ Asista al familiar en la búsqueda de otro apoyo de la comunidad.

_____ Otras soluciones.

Oficios domésticos: ¿Quién más en la familia puede ayudarle a realizar estos oficios? Pídale a su familia que cada uno seleccione los deberes que le sean más adecuados.

_____ Obtenga la ayuda de su esposo, los niños y otros miembros de la familia en los trabajos de cocina, de limpieza, y de mantenimiento.

_____ Gratifique a los niños por su ayuda en la cocina y en la limpieza.

_____ Contrate a una persona para que le ayude en el oficio doméstico.

_____ Elimine ciertas tareas, como por ejemplo la limpieza del refrigerador cada semana.

_____ Otras soluciones.

Pasatiempos/Intereses cívicos/Amistades: Discuta con su cónyuge y con sus amistades cuáles son las actividades sociales que se pueden reducir y qué es lo que ellos consideran de importancia máxima.

_____ ¿Puede organizar su esposo algunas reuniones sociales?

_____ ¿Pueden satisfacerse sus amistades con almuerzos semanales?

_____ Si pertenece a clubes u organizaciones, ¿Puede renunciar a algunas de ellas?

_____ ¿Puede colaborar con organizaciones cívicas dando dinero, en lugar de tiempo?

_____ Otras soluciones.

Nota: Si todas las soluciones representan inversiones de dinero para reemplazarla a usted en casa, y no logra obtener la cooperación de sus familiares y amistades, deberá volver a racionalizar su idea de salir a trabajar. Posiblemente esta idea esté fuera de su alcance en este momento. Además, en esta situación usted probablemente necesitará tomar más tiempo debatiendo con su familia las razones que tiene para salir a trabajar, y explorando las razones por las cuales encuentra la oposición.

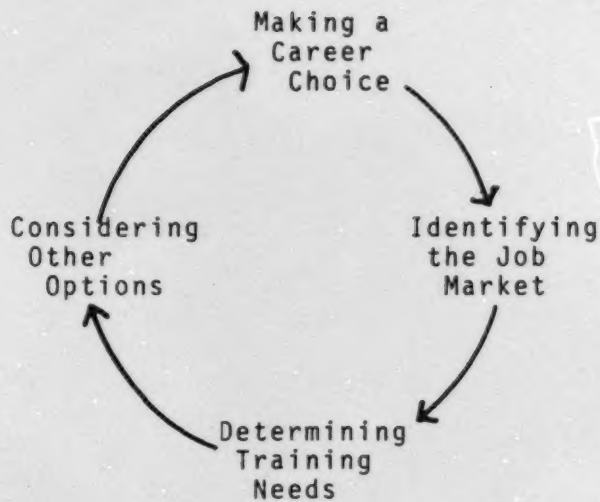


III. MAKING A CAREER CHOICE

ASSESSING THE EMPLOYMENT MARKET IN YOUR AREA

ASSESSING THE NEED FOR TRAINING OR RE-TRAINING

These three topics are presented together because they form a whole process which any person, whether first entering the working world, or returning to it after an absence, or looking for a different kind of work, should consider. These three activities reflect on each other in obvious ways. For example, a young woman may decide to become an oceanographer, but she lives in the desert. She will obviously have to move away from home to find such work. Where are oceanographers hired? She must get this information and decide on the best place to live, the one with the most employment opportunities. Obviously, she will need training, but her state university does not offer an oceanography course and she can't afford to go away for training. So she goes back to her original decision and realizes that she is really interested in the biological sciences. She decides to go to her state university, get a biology degree and then seek advanced work outside the state if oceanography still interests her. She has gone through the cycle depicted on the following page.



You will find that in any given group of students in a job-finding class, there will be individuals at each stage of this cycle. Some will have reached a career choice, others will not. Some will be wondering about their need for training. Many will be discouraged and lost because they have gone through the cycle once and not gotten the work desired. All of these individuals can benefit from a reminder of the process they are involved in and encouragement to continue the cycle until their job choice matches their job market, and they are employed.

MAKING A CAREER CHOICE

Settling on a career is a difficult task for anyone. In fact, statistics show that most people change careers

at least three times during their lives. For most of us, the jobs we initially choose are determined not so much by our own interests, but by family, social and educational pressures we have received. The tendency to let others choose our work has a more negative impact on women's work roles than men's. The reason can be found in the traditional social definition of men's and women's roles.



Men are trained to be independent, decisive, and fairly self-centered; women are trained to be dependent, to let others make decisions for them, and to put family needs before their own. Although men will choose careers

in light of what their family and society feels is appropriate, they will balance that choice with a consideration of their own needs. Women must often choose a work style because it can be subordinated to family needs.



Because men have traditionally been seen in terms of the work they do, they receive a great deal of internal and external gratification from their work. Women, on the other hand, who are traditionally defined in terms of their family, receive gratification for doing well in that sphere, not in the work world. Therefore, when women talk or think about themselves as workers, they

tend to discount their abilities rather than forcefully present them. For example, most women will not speak solely about their achievements in their job, but their ability to find a job which lets them balance work and family duties.

Finally, because work has for most women been seen by themselves and society to be of secondary importance in their lives, they have been taught to choose from fewer careers and to think less about the work world than men. Men's career choices are often expressed positively: "Son, you can be an astronaut," or "My boy will make a great mechanic." Women's knowledge of the career world is quite often limited to what they cannot do: "Girls don't take jobs that mean they have to travel alone," or "That work is too heavy and dirty for a girl to do," or "But, you couldn't have a family and be a doctor too, dear."

Undoubtedly, some of the social concerns that led to these role models for men and women are still valid, and may be important to the students who attend your classes. Quite often behaviors encouraged as a result of traditional social roles may cause some of your students' employment problems. These traditional roles cause employment problems because they remain undervalued and underpaid.

A woman who is primarily person-oriented, who lets others make her decisions for her, will often not take the initiative and follow-up required to get a job. She may have a job interview and, seeing the decision as completely in the hands of the interviewer, not call back to let the person know that she is still interested in the job. Because she has been taught to think of herself in terms of her family, she may not sell her work skills very effectively during the interview. Personnel staff often comment on the number of women who come to a job interview and talk mostly about what their husbands do. Or, trained to consider only jobs which her parents or teachers told her were appropriate to her sex, a woman will not apply for a non-traditional job and consequently miss out on a good employment opportunity.

What you want to do early in your class or workshop is encourage students to try making free career choices. Help them forget, if only for a brief time all the "don'ts," "cant's," and "impossibles" messages they have received throughout their lives. Encourage them to consider their personal dreams, needs and hopes over all others in making a tentative career choice. For many this kind of decision-making will be a first. But if their career choice comes from within, no matter how much they have

to alter the choice when they go to the actual job market, they will go with a self-awareness. From that self-awareness can come the ability to convince others that they are indeed an individual really desiring to work and worthy of employment.

There are a variety of resources available to help people on a career hunt broaden their options. Your local library has copies of the Department of Labor's Occupational Outlook Handbook and other aids in learning about careers. Your local high school counselor is aware of occupational choices aids that might be of use to your students as well as high school students. If you have a state employment office in your town, there is a job counselor who could provide some information. If you are in an industrial area, local companies can tell you something about the variety of jobs open in their plants or offices. Other resources include Y.W.C.A.'s, women's centers, the Business and Professional Women's Clubs, Divisions of Vocational Rehabilitation, minority job-locating services, the Civil Service Commission, State Manpower offices located in cities, WIN Programs and other CETA-funded agencies.

ASSESSING THE EMPLOYMENT MARKET IN YOUR AREA

If you did the Employment Situation Survey in Section I, you probably know something about the job situ-

ation in your community. If not, go back to that section for ideas on possible resources that you will want to examine. You do not have to become an expert on the local employment market, but you should attempt before your class meets to identify several resources with which your students can begin to make their own survey.

Although your job-finding class may not consist completely of women, they will probably constitute the major enrollment. Keep this in mind when you are contacting agencies and officials. You may run into an individual at an employment service or company whose prejudices are completely against women working. Let your students know this. If you find people who are particularly receptive to the needs of women returning to the work force, note them also. In fact, these people might be good resources to invite to your class.

If you live in a small community or rural area, this assessment may be a discouraging exercise for both you and your students. But it can help each individual understand the nature of the job market in a way she might not have before. It's important to know that the reason one hasn't been able to get the job one wants is not a lack of job skills but that the job only opens up once every five years in the community. Furthermore, with knowledge about the actual employment situation no

matter how limited that situation may be, comes the power ultimately to begin to control it.

This exercise forces many people who have not been realistically looking for employment to acknowledge that problem and take steps to solve it. For example, you may have a woman in your class who has been seeking work as a social worker for a year or more, with no luck. She might be understandably bitter about the lack of jobs in her field. A survey which reveals to her the high unemployment rate in her community for social workers, as well as class encouragement for her to seek a different, more realistic career, may help her make some fresh decisions in her job hunt.

The research and exercises developed around this topic provide a learning experience over and above the actual knowledge of the labor market gained. For your students who are homemakers thinking about going to work after years centered on the family, the information-gathering process gives them experience at taking initiative and asserting themselves. These women develop self-confidence as they gather information from strangers, learn how the employment market in their community works and make career decisions of their own based on this information. If they are not looking for work for primarily economic reasons, they have an opportunity to decide if a job is really what they need or want.



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DOES YOUR JOB HUNT SEEM TO BE GOING AT A SNAIL'S PACE?
MAYBE YOU NEED TO KNOW MORE ABOUT THE JOB MARKET.

THE NEED FOR TRAINING OR RE-TRAINING

The initial Employment Situation Survey suggested in Chapter I is useful in identifying educational resources which might be of interest to your students. If you have not already done the survey, do so before this class.

Use some restraint in discussing the need for training or re-training. The course as developed in this manual is primarily aimed at teaching job-finding skills. Your students want and need work, not a four-year college program or advanced degrees. If in doing the career choice exercises or surveying the market, someone develops an overwhelming urge to go to college she can fairly easily get information through her state institutions. Your responsibility in discussing training programs is to offer the choices available. As in the Career Choice topic, you want to help your students consider alternatives.

There are now a great many job-training programs outside the traditional educational institutions. Vocational-technical schools offer many three-month, six-month, one-year and two-year training programs. Such schools are often more accessible to rural populations, and their students now qualify for federal financial aid.

The Comprehensive Employment and Training Administration (CETA) offers classes through vocational schools and can sometimes provide students with subsistence funding while they are in school. CETA also offers On-the-Job Training Programs (OJT) and Work Experience Plans for women meeting the standards of eligibility.

RESOURCE MATERIALS/ROLE MODELS

As you survey the employment and educational situation in your community, you will be surprised at the amount of free descriptive material which exists. Wherever you go, whatever agency you contact, ask them for extra copies of their reports, descriptions of their services, or assessments of the job market. These can be of great use to your students. Collect them and provide them during your course.

To give you an idea of what you can obtain by asking, the following is a list of some of these materials available in Albuquerque, New Mexico in 1976:

Employment Security Administration:

- Major Employers in the Albuquerque Area.
- Employment Trends in Albuquerque and State-wide for the next 10 years.
- List of Employment Services Agencies in the Albuquerque area.
- Job-Finding Tips brochure.

State Department of Vocational Education

--Major Employers and Employment Trends
in New Mexico's Major Cities.

--Vocational Schools.

--Film on Making a Vocational Decision.

New Mexico State Personnel

--Film and brochure on Applying for Em-
ployment with the State.

New Mexico Commission on the Status of Women

--One hour workshop (film, brochure, slide-
tape) on non-traditional employment and
education programs state wide.

Governor's Manpower Services Council

--Slide/tape outlining CETA programs state-
wide.

Role models are effective in helping your students adjust their employment desires to the job market. Role models such as a person who is currently employed and articulate about the difficulties he or she experienced in finding work, can provide a good living example for your students.

There are a couple of points to keep in mind when choosing role models. First, they should be willing to discuss themselves and be sympathetic to employment problems of women in general. Second, they should not be so successful in their career as to be someone with whom

your students cannot identify. This point is crucial. When picking people to serve as role models, try to match them to the educational and economic life-style of your students. For example, you are teaching a class of low-income women, whose average age is forty, and who have not completed college. For a role model you bring in a young, good-looking woman, with a law degree, who has just been appointed to direct a large corporation. She will not provide much assistance to your students because, for the most part, they cannot identify with her career pattern. A better role model in this situation would be a mature woman who recently completed a technical trades training program and is now working in a responsible position.

CLASS EXERCISES/DISCUSSION--MAKING A CAREER CHOICE/
ASSESSING THE EMPLOYMENT MARKET IN YOUR AREA/ASSESSING
THE NEED FOR TRAINING OR RE-TRAINING

If your class is spread over a few days or weeks, and you have had a time break between the last class session and this one, it is a good idea to give everyone a chance to re-establish their identity within the group. Ask them if they have had any thoughts about the topics covered in the last session or any experiences related to previous discussions. Find out how much time they spent since the last meeting preparing or looking for work.

If you have assigned any exercises, now is the time to discuss them. If they have begun achievements lists or skills boxes ask for volunteers to share what they have learned about themselves. Did the Activities Pie Chart exercise help anyone allocate more time for their job search? If you have a class of mature women, a discussion of the Family Needs Questionnaire could reveal some of the reasons individuals in the class are not working.

Caution: Try not to let this warm-up session go on too long or you will merely repeat old material. Also encourage total class participation, rather than allowing one or two women to dominate the class.

Making a valid decision about the kind of job one wants involves balancing two decisions. What's best for me? What jobs exist? In this section of your course you will lead your students through exercises aimed at arriving at that balance. In order to help them understand this process, you might want to provide them with copies of the Job-Definition Circle found at the end of this chapter.

EXERCISES 7-11

EXERCISE 7: "How Do I Decide What Kind of Job I Want?"

TIME/ACTIVITY	SUGGESTED APPROACH
Handout/Discussion (10 minutes minimum)	Provide the Job-Definition circle. Note that it is a process which most people go through several times in their lives and in which they will be involved until they actually have a job they like.
Materials Required	Hand out copies of Job Definition Circle.
Special Instructions	This approach can be used with any population.

EXERCISE 8: "What Kind of Work Do I Want or Am I Able to Do?"

TIME/ACTIVITY	SUGGESTED APPROACH
Exercise/Discussion (10 minutes minimum)	Hand out sample Self-Evaluation form found at the end of this chapter. Go over form. Students should fill out step one as completely as possible, then proceed to step two, and finally complete step three. Encourage students to try filling it out at home.
	OR
Small group work (20 minutes minimum)	Break into groups of three. Have the <u>Occupational Outlook Handbook</u> or other occupational resource available. Ask each group to define three job titles related to each person's experiences, using the Self-Evaluation form to assess job strength. Note: At this point the availability of the job in the community is not important.
Materials Required	Copies of Sample Self-Evaluations; Pencils. (continued on next page)

Special Instructions

This approach is useful if you have a class in which the majority of students want to work for very pressing economic reasons. For such students the more practical approaches work best.

TIME/ACTIVITY

SUGGESTED APPROACH

Fantasy exercise
(5 minutes minimum)

The point of the Blue Sky Exercise is to relax your students and help them discover what it is that they enjoy doing most. In order to do this, you will help them remember or imagine good experiences and achievements. To do this exercise they must first relax, get comfortable and forget the cares of the moment. Following are some sample questions to ask; expand on these questions as you go. Be sure to pause after each question to give them time to think.

Questions:

Put down your pencils and close your eyes. Imagine a clear blue sky. How blue is the sky? Are there small, fluffy clouds, etc.? Make your life as free and open as that sky. Focus on how you are feeling and describe it to yourself. Think of another time when you have had those same feelings. What are you doing? Maybe you're on a beach picnic or a mountain hike or working in the garden, etc. How are you feeling? Describe it to yourself. Have you had a work experience when you felt the same way? Think of a job you would like to have that would make you feel as happy. As you think of the jobs, you may sit up and open your eyes.

(continued on next page)

Discussion (15 minutes minimum)	Allow time to discuss both the jobs they came up with and how they felt about the exercise.
Materials Required	A window?
Special Instructions	This approach can be used with any population.

TIME/ACTIVITY

SUGGESTED APPROACHES

Handout/Discussion (10 minutes minimum)	Develop a list of agencies and/or people in your area who can provide your students with career decision-making counseling. Include resources which will administer job aptitude and career interest tests.
Materials Required	Your own list.
Special Instructions	This approach requires prior research by the instructor.

EXERCISE 9: "What Are the Jobs in My Community?"

TIME/ACTIVITY

SUGGESTED APPROACHES

Discussion/Handout (10 minutes minimum)	Inform your students of employment service agencies in the area, provide resource material on possible employment contacts, hand out sample Employer Information Sheet with your additions.
	OR
Discussion/Handout/ Resource people (30 minutes minimum)	Do the above and invite someone knowledgeable about the employment community to attend the session and speak with the students.
Materials Required	Copies of Employer Information Sheet handout.
Special Instructions	Do not lecture for more than 10 minutes at a time, or allow your resource people to lecture at length.

TIME/ACTIVITY

SUGGESTED APPROACHES

Community Employment Exercise (one class session)	Orient your students to the community employment resources available. Instructors should take the students around the community. Such employment resources as: state agencies, large industrial companies, employment service offices, city and county offices, post office, chain stores, hospitals and police departments can be visited. If a class is fairly similar in background and outlook, the instructor might want to include employers where jobs of particular interest to this class are available. For example: entry level or low skill jobs may be available at a processing plant, a restaurant or a laundry. If students find a particular job interesting, encourage them to arrange, on the spot, for a subsequent information interview.
Materials Required	Car
Specific Instructions	This exercise would be most beneficial for those with less than a high school education. Follow this employment introduction with one of the following information exercises.

TIME/ACTIVITY	SUGGESTED APPROACHES
Handout, Local materials (20 minutes minimum) Handout, Information Interview Checklist Role Playing (10 minutes each role play)	Utilizing the Employer Information Sheet found at the end of this chapter, bring to class resources which provide an idea of the jobs that exist in the community. Have each student identify a job that interests her. Explain information interviews using the Information Interview Checklist found at the end of this chapter. Role play an information interview. Include steps the interviewer would take to set up an information interview.
Materials Required	Employer Information Sheet. Information Interview Checklist.
Special Instructions	This is the first approach which provides students an opportunity to practice making contact with new people. Stress the importance of the impact of first impressions. Encourage your students to use all their skills at working <u>with</u> people to find the information they need.

TIME/ACTIVITY

SUGGESTED APPROACHES

Handout, Local material (20 minutes minimum)	Utilizing the Employer Information Sheet, bring to class resources which provide an idea of the jobs that exist in the community. Have each student identify three employment prospects that interest her.
Handout, Information Interview Checklist	Explain information interviews, utilizing the checklist.
Assignment (one week)	Ask each student to do three information interviews in the next week. Have them report back at the next meeting on what they learned. You may find that one student becomes an information resource for another during this process. (If they desire, two students could go together to do these interviews. This is a less stressful approach.)
Materials Required	Employment Information Sheet; Information Interview Checklist.
Special Instructions	See instruction for previous approach.

The next exercise provides your students with an opportunity to make a decision about the kinds of specific jobs for which they will apply, and to set some goals for ultimately landing those jobs. A role model or two here can be very effective. Bring in a woman who is working and has gone through this process to discuss with your students how it is done.

EXERCISE 10: "Completing the Circle: Balancing My Job Wants with What Is Available in My Community"

TIME/ACTIVITY	SUGGESTED APPROACHES
Discussion (15 minutes minimum)	Discuss with the students how well each job they picked as ideal meshes with the jobs they have found in the community. Encourage individuals in the class to brainstorm possible solutions for each other. Emphasize the need for them to narrow the gap between what they want and what exists.
Role Model	If you want, have a role model attend this session to encourage students to see that it is indeed possible to create this balance.
Materials Required	None
Special Instructions	This approach is very important to making a realistic job choice. The group participation here can be very useful.

In the process of making a career decision the question of returning to school or getting additional training may arise. The following exercise is meant to help you and your students analyze the real need for a training program.

EXERCISE 11: "Do I Need Training
to Get the Job I Want?"

TIME/ACTIVITY

SUGGESTED APPROACHES

Discussion/Instructor-generated material on training opportunities (15 minutes minimum)	If you found any materials describing specific training programs, bring them to the class. If applicable bring in the general Financial Aid Handout found in the Appendix. Have a group discussion in which students help each other explore their needs to return to school. Questions to consider include: --How will the training directly lead to my finding a job? --How difficult is it for me to get admitted to the training program? --How much will it cost? --Where will I have to go to get the training? If you know of someone who is aware of the training opportunities in your state, invite him or her to the class as a resource person.
Materials Required	Copies of Financial Aid Handout
Special Instructions	This is useful with any population.

WORKSHEETS FOR EXERCISES 7-11

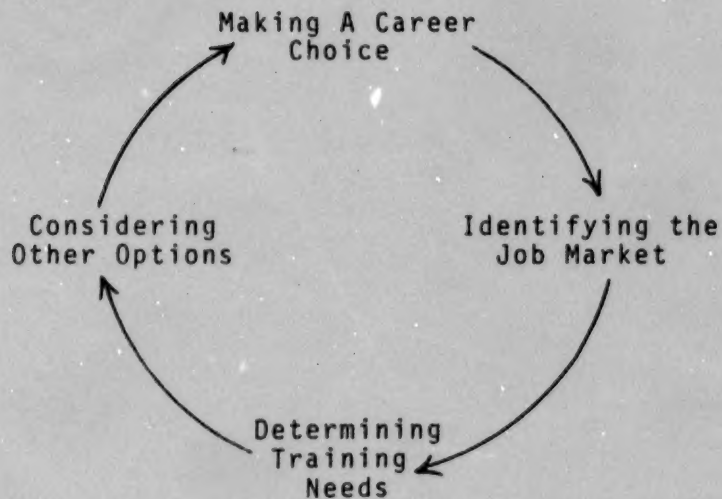
This section contains the following worksheets:

- 1.) Job Definition Circle (page 115)
- 2.) Self-Evaluation (page 116)
- 3.) Employer Information Sheet (page 117)
- 4.) Information Interview Checklist (page 119)

JOB-DEFINITION CIRCLE

Many factors enter into a choice of the kind of job a person wants. The circle below illustrates the main actions a person considers once she has decided what she enjoys doing. Each one of us will go through the job-definition circle many times in our lives.

At what stage of the circle are you today?



2) SELF-EVALUATION*

STEP 1: TRAINING/EXPERIENCE

What I've Done

1. Home repairs, fixed faucets and electrical outlets.
2. Mending family clothing.
- 3.

STEP 2: SKILLS

What I've Learned

Mechanical
Aptitude

Manual
Dexterity

STEP 3: EMPLOYMENT

Job Opportunities

Small Appliance
Repair/Factory
Work

Factory Work/
Tailoring at
Clothing Store

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3) EMPLOYER INFORMATION SHEET: Who Hires Who

The following list includes resources that might provide you with information about employers in your area. Your goal is not so much to locate a current job opening, but to find out what jobs exist. With this knowledge you can decide what kind of employment you might reasonably expect to find in your community. You can then make a more realistic career choice, and possibly be more creative in your job hunt.

Government/Education

Federal, State, County, City Employment
Service Offices
State Education Agency Office
Public School Board
College/University Placement and/or Personnel
Office
State EEOC (Equal Employment Opportunity Com-
mission Office)
State Women's Commission
Legislative Offices: national and local
Office of Employment and Training Administra-
tion
Governor, Mayor, City Council Offices
Professional journals that advertise positions

Private

Chamber of Commerce
Yellow Pages
State Development Office
Local Industry Employment Office
Minority/Women's Organizations and Job Service
Groups
Private Employment Agencies
Community Bulletin Boards
Industry Publications and articles in the
Newspaper
Want Ads in the newspaper

LOCAL RESOURCES (Where else would you go in your community to find out about the employment market? Look for bulletin boards and places where job notices are posted.)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper. A few small, dark specks are visible, likely due to scanning artifacts or dust on the original paper.

4) INFORMATION INTERVIEW CHECKLIST

An information interview is conducted by the job-seeker to determine if a specific employer offers the kind of work the job-seeker desires. There are a variety of approaches you can take to conduct your own information interviews. The following are some suggestions:

- 1.) Talk to a friend or relative who works at a job you might like.
- 2.) Go to a local business or agency whose services interest you. Ask if they hire people doing the kind of work in which you are interested. Ask if it would be possible to speak to these people.
- 3.) Ask to speak with a person in the business or agency who can provide you with a good picture of the kind of people who work there.

NOTE: Although you are not interviewing for a job, you must still consider how you present yourself during the information interview. If the business or agency really interests you, this interview could be the first step toward a job there. Be courteous, be on time for the interview, and dress well.

CHECKLIST

Date:	Person contacted:
1. What are the products or services this employer provides? 2. What are the best and worst aspects of working here, or working in this specific job? 3. Are there entry level positions? What's the general salary range? 4. What are the working hours? 5. Is it possible to tour the facility or meet other people working here? 6. Is there any written information available? 7. Thank the person for their time.	
Comments:	

HOJAS DE TRABAJO PARA LOS EJERCICIOS 7-11

- 1) Círculo de definición de empleos (p. 122)
- 2) Auto-evaluación (p. 123)
- 3) Información sobre empleadores (p. 124)
- 4) Lista de temas para entrevistas de información (p. 126)

CÍRCULO DE DEFINICIÓN DE EMPLEOS

En la selección del tipo de empleo que desea obtener cada persona considera numerosos factores. A continuación se presenta un círculo que ilustra los elementos fundamentales que cada persona considera una vez que haya decidido qué es lo que más le gusta hacer. Todas las personas recorren este círculo varias veces en el correr de sus vidas.

¿En qué etapa del círculo se encuentra usted actualmente?



AUTO-EVALUACION*

PRIMERA ETAPA

Capacitación/Experiencia

Lo que he hecho:

1. Arreglos caseros: llaves de agua, enchufes eléctricos, tomacorrientes, etc.

2. Remendar la ropa de la familia

SEGUNDA ETAPA

Habilidades

Lo que he aprendido:

Aptitud mecánica

Destreza manual

TERCERA ETAPA

Empleos

Oportunidades de empleo:

Reparación de electrodomésticos pequeños; trabajos de fábrica

Trabajos de fábrica; sastrería y confección en una tienda de ropa

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3) INFORMACIÓN SOBRE EMPLEADORES

¿Quién contrata a quién?

La lista que sigue a continuación señala las fuentes que podrían proporcionarle información sobre posibles empleadores en la región donde usted reside. Su objetivo no consistirá en ubicar una vacante, sino más bien en averiguar cuáles son los empleos que existen. Sabiendo esto, usted podrá determinar razonablemente qué tipo de empleo podrá encontrar en su comunidad. Así usted podrá proceder a efectuar una selección más realista con respecto a su carrera, y posiblemente hará que su búsqueda de empleo sea realizada de manera más creativa.

Sector gubernamental/educativo

- Oficinas de servicio en la obtención de empleos a niveles federal, estatal, municipal y del condado
- Oficina de la Agencia Estatal de Educación
- Consejo Directivo de las Escuelas Públicas
- Oficinas de colocación de personal en colegios y universidades
- Oficina Estatal de Desarrollo
- Oficina Estatal de la EEOC (Comisión para la Igualdad de Oportunidades de Empleo)
- Comisión Estatal de Mujeres
- Oficinas legislativas: nacionales y locales
- Despacho de la Administración de Capacitación y Empleos
- Despachos del gobernador, alcalde y del consejo municipal
- Publicaciones profesionales que anuncian puestos

Sector privado

- Cámara de Comercio
- Páginas amarillas de la guía telefónica
- Grupos de servicio de empleo para mujeres y minorías
- Agencias de empleo privadas
- Anuncios y afiches comunitarios
- Publicaciones industriales y artículos en periódicos
- Sección de avisos clasificados en los periódicos

Fuentes locales

(¿Dónde más, dentro de la misma comunidad, iría usted para averiguar sobre las posibilidades de empleos? Busque en tableros públicos y en otros sitios donde se ofrecen empleos).

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

4) LISTA DE TEMAS PARA LA ENTREVISTA DE INFORMACIÓN

La persona que busca empleo realiza una entrevista de información para determinar si un empleador dado ofrece el tipo de trabajo que dicha persona desea hacer. Se puede enforzar la conducción de esta entrevista de varias maneras. A continuación se ofrecen algunas sugerencias:

1. Hable con un amigo o familiar que ocupe un empleo del tipo que usted desea hallar.
2. Vaya a un negocio o a una agencia local cuyos servicios le interesan. Pregúnteles si ellos contratan personal para hacer el tipo de trabajo que a usted le interesa, y si sería posible hablar con quienes contratan dicho personal.
3. Solicite una entrevista con la persona más indicada en el negocio o en la agencia para obtener una descripción correcta del tipo de personas que trabajan ahí.

NOTA: Si bien usted actualmente no está en una entrevista solicitando empleo, debe considerar la forma cómo usted se presenta a sí mismo durante esta entrevista de información. Si el negocio o la agencia que está visitando realmente le interesa, esta entrevista bien podría ser el primer paso para conseguir un empleo ahí. Sea cortés y puntual para la entrevista, y vaya bien vestido.

LISTA DE TEMAS

Fecha:	Persona entrevistada:
1. ¿Cuáles son los productos o servicios que ofrece este empleador? 2. ¿Qué es lo mejor y lo peor del trabajo u ocupación específica? 3. ¿Hay vacantes a nivel de principiante? ¿Cómo es la estructura de salarios? 4. ¿Cuáles son las horas de trabajo? 5. ¿Sería posible recorrer las instalaciones o conocer a otras personas que trabajan ahí? 6. ¿Hay disponible información impresa? 7. Al despedirse, agradezca a la persona por la atención prestada.	

COMENTARIOS:

IV. WRITING A RESUME

GENERAL RESUME INFORMATION

Generally, the first (and many times the only) contact a job applicant has with an employer is through a resume. Most initial screening of applications, before requesting of personal interviews, is done on the basis of resumes. So, if a person truly desires to find work, she must understand the basic principles of doing a resume.

The resume is the one document in which a person links her skills, the type of job she wants, and her knowledge of the job market. That is why she needs to have made some of the decisions suggested in chapters II-IV of the manual. Just as the process described in the first chapters is something which people go through several times in their lives, so is a resume a living statement which is continually changed and up-dated. One's skills and abilities change depending on different experiences each year. The job market may change and an applicant will want to emphasize different aspects of her background to meet the new market.

No matter how often a resume is updated, or how much or how little work experience an individual may have, there are certain basic points that should be considered.

Basic Resume Principles:

- There are four types of resumes: functional, chronological, biographical and portfolio. At any given time a person may have two or even three types depending on the desired job. Or, a person may choose a resume style because it most effectively shows off her achievements. At the end of this section are sample resume types for use in your classes. At the bottom of each type is a general indication of the situation in which that type can most effectively be used.
- Do not encourage the inclusions of personal information on resumes. Matters such as age, marital status, children and their ages, and husband's occupation should not be included. One way to ensure these matters are not used in the initial screening process is to leave them off the resume.

- A resume always provides adequate information for contacting the individual. The address and telephone number should be correct. If possible, list a second telephone number where messages can be left.

- A resume is a positive statement about oneself. Do not include negative reasons for leaving earlier jobs, qualifying statements about the nature of the work done ("part-time only," "volunteer work," etc.), or statements indicating a decrease in salary or responsibilities. Potential employers too often tend to underestimate an applicant's skills.

- A resume is a brief statement about oneself. Do not go over two pages unless the work experience is very substantial. The resume does not need to report everything a person has done. A resume does give a general idea of an applicant's background and emphasizes aspects of that background related to the position for which you are applying.

- Do not use job descriptions developed by the company or agency in defining work respon-

sibilities. Too often these descriptions stress the routine work done and leave out individual achievements. List achievements such as "changed a procedure," "developed new rules," etc. Mention any special awards received.



DON'T BE AFRAID TO TOOT YOUR OWN HORN.

- A statement of job objective or job goal is important to applicants who are seeking to change careers, because this fact is not always apparent. A job objective statement is a good idea if it fits the job opening. Don't apply to be a plumber with a job objective statement on a resume which lists a goal of "Managerial work with a large, governmental institution."

- A resume is always clean, neatly typed, Xeroxed if necessary, with no handwritten updates. If the resume needs changing, do a new one. Hire a typist or ask a friend who types to do the resume if necessary.

- If an applicant is sending out many resumes, or is applying for a position with hundreds of other applicants, there are ways to make her resume more eye-catching. She can have it duplicated on colored paper. She can have a printer typeset it in a striking print style. If she can do hand-lettering, she can hand-letter her resume.

- With one qualification, the names of references are not generally included on one's resume. This is because the applicant may use one kind of reference for one job and a different one for another. There is one exception to

this rule. List the name of a person who's highly respected and well known in the community, or is a person well known in the kind of work for which the applicant is applying. Otherwise, on the resume state that "References will be provided on request."

- If it is being mailed or delivered to the personnel department, without meeting the person ultimately doing the hiring, a resume is accompanied by a letter of transmittal. This letter asks for consideration for a position, emphasizes reasons the individual is interested in the position, and requests a personal interview. Included at the end of this chapter is a sample letter of transmittal for use in your class.

- A resume does not substitute for a personal meeting with the person doing the hiring. It can, however, be a first step toward getting that meeting. For this reason, submission of a resume should always be followed with at least a telephone call and at best a personal meeting with the supervisor.

- Most importantly, a resume is constantly being changed, up-dated, re-vamped, re-organized and handed-out. An applicant's resume should not only be in the hands of the personnel department. Others with whom the resume should be left include: the person actually doing the hiring, his or her superior, and anyone else in the community who may help the applicant find a job, or who might have a job opening in the future.

TEACHING RESUME WRITING

Several of the earlier exercises provided your students with the opportunity to make decisions about the skills they had and the jobs they wanted. They provided them with personal information which would help them on a job hunt. These exercises also helped build self-confidence and an ability to interview well. Going through the process of developing their own resume will also enhance these attitudes. For this reason it is crucial that you do not let your students depend on you to write their resumes. It is often necessary to write and rewrite a resume until you are able to get a final document. Provide them with the examples in the

manual, and examine what they do. If necessary and possible, have them typed for those who need such assistance. BUT: do not tell them what to say.

You will probably have some students who have never done a resume and who may not need one. For example, a person applying for a federal job or any other kind of employment where a rigid application form is used may not be required to submit a resume. Stress to these people that a resume is a good organizational approach to filling out applications and is an aid to confidence building and self-awareness.

CAUTION: There are individuals for whom the process of writing a resume may be too threatening. This is most often true for students with a very limited educational background, or with a history of low-level, unskilled jobs. Even persons with a high school education may be unable to do a resume, if their education was completed fifteen or twenty years previously. Therefore, you should consider your students' background before deciding to teach resume writing. For some populations, you might not talk about resumes. Instead of resumes you would stress the job application chapter. Special approaches have been included in that chapter for students with these backgrounds.

CLASS EXERCISES/DISCUSSION -- WRITING A RESUME

If you have had a break since your last meeting with class, start with a warm-up session. Ask people to discuss any jobs they may have located which could be of interest to others in the class. If you have assigned Information Interviews, ask for reports on what the individuals discovered. Also talk about the kinds of feelings anyone had approaching a potential employer for information.

If your students did the Information Interviews, the beginning of this session would be the best time to use Exercise 10 (in the preceding section), since they will have some real experiences and information on which to base their job choice.

EXERCISES 12-13

EXERCISE 12: "What Is a Good Resume?"

TIME/ACTIVITY	SUGGESTED APPROACH
Handout (15 minutes minimum)	Hand out the example of bad resume found at the end of this chapter. Ask students to critique it. What's wrong with this resume?
Handout (15 minutes minimum)	Hand out samples of the four types of resumes. Go over these with students, explaining that they are to be adapted for students' use.
Materials Required	Copies of bad resume; Copies of sample types of resumes.
Special Instructions	This exercise can be used with any population.

If your students prepared a Self-Evaluation in the last class session, it would be helpful to use it in the preparation of the resume. Or, if your students used the Skills Box exercise, they should bring it in. The Achievements List might also be valuable.

Workshops which are only one afternoon should state somewhere in the initial publicity/description that students attending will need to bring in any resumes they have. In this way you can cover the following exercise even though the session is short.

EXERCISE 13: "Develop a Personal Resume"

TIME/ACTIVITY	SUGGESTED APPROACH
Writing (30 minutes minimum)	Have students bring in materials needed to develop their own resume. These materials could include their skills box, self-evaluation form, achievement list, old resume, or attempted new resume.
Group Work	Depending on the desires of the class, let students work individually or in pairs to develop their resumes in light of the samples handed out in Exercise 12. Encourage them to try several approaches. You should be available to consult with them on this attempt.
Overnight	If the class will be meeting the following day or week, ask them to bring in a neatly typed, final copy of the resume the next session.
Materials Required	Previous completed assignments or resumes. Paper, Pencils.
Special Instructions	This exercise can be used by any population, but is least beneficial for persons applying for low-skill, entry-level positions.

WORKSHEETS FOR EXERCISES 12-13

This section contains the following worksheets:

- 1.) What Is Wrong with this Resume? (page 139)
- 2.) Four Sample Resume Types (page 140)
- 3.) Sample Letter of Transmittal (page 144)

1) WHAT IS WRONG WITH THIS RESUME?

Mrs. Henry mith
1200 Camino Servicia
Tucson, Ariz.

Experience - Paid

- 1949 or 50? Waitress at Frank's hamburger stand.
Just an after school job. I didn't
get along with the boss so I quit.
- 1965 Part-time typist at a dry goods store
(I can't remember the name). I made
\$1.25/hour. I quit to have my
second child.
- 1972-75 I have worked every Christmas as a sales
lady at Goldwaters or other departments
stores.

Volunteer - Unpaid

see personal ← I have been a member of the P.T.A.
for fifteen year, attending many
meetings and organizing some events:
I am also active in the Methodist
Church. ~~Currently, I am president
of our local Military Wives group.~~

Personal

I was married for twenty years, but recently
divorced. (This is why I am no longer President of
the Military Wives Club) My husband left me for a
younger woman. I am now the sole support of three
teen-age children, because I can't collect my child
support.

I realize that my work history is limited but,
being in the military, it was hard for me to hold a
steady jobs because we moved so often. I will do
any kind of work.

Hobbies

Recently took up macrame.
I have a dog.

References

Henry Chavez, banker, Mabel Komtz, housewife, friend.

2) FOUR SAMPLE RESUME TYPES

FUNCTIONAL

Gloria Sangre
 Box 14
 Isleta, New Mexico 87112
 (505) 898-5555
 (505) 842-3173

JOB GOAL:

Counseling young people with family problems.
 Specifically working with children from migrant
 families or urban Indian children.

WORK EXPERIENCE:

1970-73 Board member, New Mexico State Migrant
 Co-ordinating Council.
 1952-65 4-H leader for Isleta Pueblo youth.
 1960-67 President Isleta P.T.A.
 1972-75 Teacher Aide, Rio Grande High School.
 1950-52 Typist, New Mexico Department of Health
 and Social Services.

EDUCATION:

1949 Menaul School, high school diploma.
 1974 University of New Mexico, A.A. in Education.
 1976 University of New Mexico, B.A. in Education.

SKILLS:

Teaching, both in an institutional setting and
 through volunteer organizations; experience in
 listening to and helping young people with
 personal problems; knowledge of social service
 agencies providing programs in rural areas;
 direct experience with and appreciation of
 Pueblo Indian populations.

REFERENCES ON REQUEST

NOTE: The functional resume allows the person
 with more volunteer or home experience to
 translate that experience into skills
 statements. This will show how it di-
 rectly relates to specific work activi-
 ties.

CHRONOLOGICAL

Kathleen Hernandez
14 Camelback Rd.
Phoenix, Arizona 84220
(602) 281-3243
(602) 281-3151

OBJECTIVE:

Sales position in a large department store, in particular in the appliance section.

EXPERIENCE:

1970-76 Goldwaters Sales Person

Work in variety of departments including: Ladies ready-to-wear, bed and bath shop, small appliances. Provide information on specific products, work with a large, computerized cash register system, work under stress during such periods as Christmas season.

1960-70 Homemaker

Managed household and raised two children. Kept household accounts, bought major appliances and paid monthly expenses, serviced and repaired minor appliance breakdowns.

1957-1960 Hertz Rent-A-Car Rental Representative

Car rental representative for Hertz Rent-A-Car office in Phoenix airport. Responsible for taking car reservations for air line passengers, providing clear information about available models and complex rate systems, solving crisis situations if a rental car breaks down or the client finds the car unsuitable.

EDUCATION:

1955, Phoenix Union High School, graduate

1972, Goldwaters, Salesmanship Training Seminar

1974, Phoenix College, "Body-Language: How to Improve Your Non-Verbal Communication."

REFERENCES AVAILABLE ON REQUEST

NOTE: This woman could do a functional resume but she has specific work experience related to her current job goal which she wants to emphasize.

PORTFOLIO

Henrietta Poole
 1420 Smith St.
 Salt Lake City, Utah 87522
 (801) 533-4221 -- home
 (801) 547-4330 -- studio

EXPERIENCE:

1970-76 Free-lance Photographer
 1967-70 Art Teacher, Ogden High School, Ogden, Utah
 1960-67 Photographer/Reporter, Phoenix Daily Sun,
 Phoenix, Arizona.

PUBLICATIONS/SHOWS

1967 New Mexico Biennial Show, 2 photographs
Arizona Highways, photo-essay: "The Beautiful
 Oak-Creek Canyon"
 1975 One-man show, Stark Gallery, Salt Lake City
 Photography Exhibit, Utah State Fair, 3 photo-
 graphs, blue ribbon winner in nature photo-
 graphy
 1974 Utah Gazette, photo-essay: "The Pollution of
 the Great Salt Lake"

EDUCATION:

1970 Photography Workshop with Ansel Adams
 1967 B. A. in Art, University of Arizona

REFERENCES ON REQUEST

NOTE: This person's skills are not so much stressed in the written resume as in the visual evidence she provides with it. Her resume would come in a folder and would include some of her best photographs and a sample of her photo-essay style.

Other work experiences which lend themselves to this approach include public relations work, writing (including public information jobs), and graphics design or lay-out.

BIOGRAPHICAL

Mary Howard
Star Route 5
Trinidad, Colorado 87322
(303) 988-3276

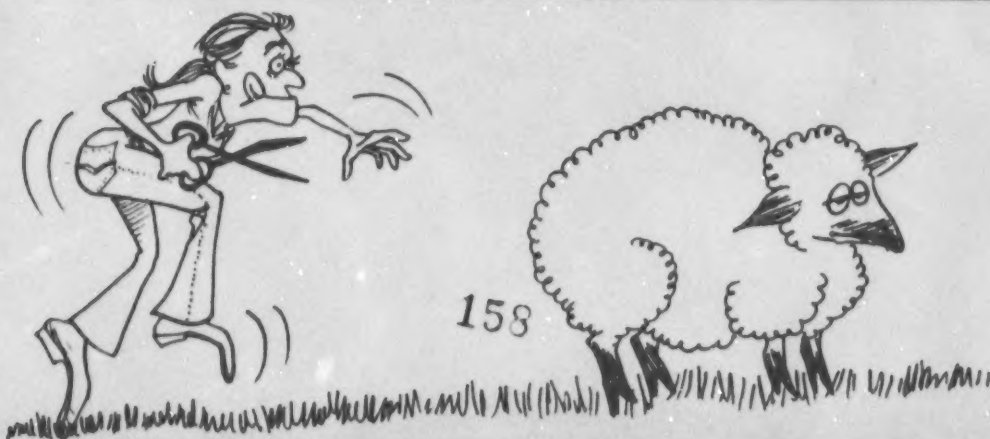
Please use the following information in considering my application to the on-the-job training program in sheep shearing to be offered this spring through the Vo-Tech school.

Most of my life has been spent in rural areas, particularly in ranching communities. As a teenager, I belonged to 4-H and raised both sheep and pigs for showing at the state fair. My animals won several blue ribbons.

Since I graduated from high school, I have run a small farm with my husband. We have some livestock but I miss working with animals. I have seen sheep shearings and know I would enjoy the work. Heavy, dirty duties, and long days do not bother me. I have done such work on our farm. Also, the seasonal aspect of the work would make it easy for me to carry on with my other responsibilities on the farm.

There is no one else in the vicinity doing sheep-shearing at the present time, so ranchers must send their animals quite a distance for shearing. I know that it is work for which there is a need in the area. Also, there is room in our barn to set up a small sheep-shearing operation.

NOTE: A biographical resume is generally used by a person seeking admission to a specific training program or educational institution. It is usually in the form of an essay and discusses personal interests. It is not a life story, but a way of indicating what in your background would make you a good trainee or student in a particular program.



3) SAMPLE LETTER OF TRANSMITTAL

June 15, 1978

Mr. Herbert Wilson, Chief Foreman
Corbett Electrical Contracting Co.
1422 West Main
Colorado Springs, Colorado 87522

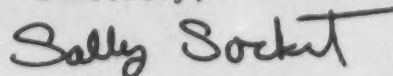
Dear Mr. Wilson:

I was informed of your current job opening for an electrician by Mr. Bill Glass at the Albuquerque Technical-Vocational Institute. Please give consideration to my application for the position.

This spring I completed the Electrical Trades training program at the Albuquerque Technical-Vocational Institute. In a class of twenty students, I graduated third. Although the class sessions were very useful, I enjoyed the on-the-job training aspect of the program. It was challenging to me to work with customers in designing an electrical system in their home which would meet their requirements and budget.

My resume is enclosed. The TV-I transcripts are being forwarded to your office. If you need further information, please do not hesitate to contact me. I will be in Colorado Springs during the last week of June, and look forward to visiting your plant at that time. I will call you for an appointment.

Sincerely,



Sally Socket

Enclosure

HOJAS DE TRABAJO PARA LOS EJERCICIOS 12-13

- 1) Un curriculum vitae (hoja de vida) mal preparado (p. 146)
- 2) Modelos de distintos tipos de curriculum vitae (p. 147)
- 3) Modelo de carta de remisión (p. 151)

1) ¿QUÉ ESTÁ MAL EN ESTE CURRICULUM VITAE?

Sra. Marta de Érez
1200 Camino de la Loma
Tucson, Arizona

Experiencia - Remunerada

- 1949 ó 1950 Mesera en el puesto de hamburguesas de Francisco. Simplemente un empleo luego del colegio. No me llevé bien con el jefe y por eso me fui.
- 1965 Mecnógrafa a medio tiempo en una tienda de mercancías (cuyo nombre no recuerdo). Me pagaban \$1,25 la hora. Dejé el empleo para tener mi segundo niño.
- 1972 - 1975 Durante las Pascuas he trabajado como vendedora en las tiendas Goldwaters y en otras.

Trabajo voluntario - Sin pago

He sido miembro de la Asociación de Padres y Maestros (PTA) durante 15 años, he asistido a muchas reuniones y he colaborado en la organización de algunos programas. También he trabajado activamente en la Iglesia Metodista. ~~Actualmente, soy la Presidenta del Grupo Local de Esposas de Militares.~~

*Ver
Datos
personales*

Datos personales

Durante 20 años estuve casada, pero recientemente me divorcié. (Es por ésto que ya no soy la presidenta del Club de Esposas Militares.) Mi marido me abandonó por una mujer más joven. Ahora yo sola tengo que criar a mis tres hijos adolescentes pues no he podido obtener el subsidio para la crianza de niños.

Yo sé que mi historial de empleos es limitado, pero estando en el servicio militar era difícil para mí mantener un puesto fijo, ya que nos mudábamos con frecuencia. Estoy dispuesta a hacer cualquier tipo de trabajo.

Pasatiempos

Recientemente empecé a tejer macramé.
Tengo un perro.

Referencias

Henry Chavez, banquero, Mabel Komtz, ama de casa, amiga.

2) CUATRO MODELOS DE CURRICULUM VITAEFUNCIONAL

Gloria Martínez
 Apartado 14
 Isleta, Nuevo México 87112
 (505) 898-5555
 (505) 842-3173

OBJETIVO DEL EMPLEO

Aconsejar a jóvenes con problemas de familia.
 Específicamente, trabajar con niños de familias de trabajadores
 migratorios, o con niños indios en ambientes urbanos.

EXPERIENCIA DE TRABAJO

- 1970-1973 Integrante de la Junta, Consejo Coordinador de Trabajadores
Migratorios del Estado de Nuevo México.
- 1952-1965 Jefe del Club 4-H de jóvenes Pueblos en Isleta.
- 1960-1967 Presidente de la Asociación de Padres y Maestros (PTA) de
Isleta.
- 1972-1975 Maestra Auxiliar, Escuela Superior de Rio Grande.
- 1950-1952 Mecanógrafa, Departamento de Salud y Servicio Social de
Nuevo México.

EDUCACIÓN

- 1949 Diploma de Escuela Superior, Menaul High School.
- 1974 A.A. en Educación, Universidad de Nuevo México.
- 1976 B.A. en Educación, Universidad de Nuevo México.

EXPERIENCIA

Enseñanza, tanto en un ambiente institucional como por medio de organizaciones
 de voluntariado; tengo experiencia escuchando y ayudando a gente joven con
 problemas personales; conozco las agencias de servicio social que ofrecen
 programas en las regiones rurales; he trabajado directamente con los indios
 Pueblo y gozo de su aprecio.

REFERENCIAS

Disponibles si se solicitan.

NOTA: Una hoja de vida funcional le permite a la persona que posee
 mayor experiencia como voluntario o en casa, traducir dicha
 experiencia en habilidades o conocimientos. Tal experiencia,
 a su vez, se relaciona directamente a actividades de trabajo
 específicas.

CRONOLÓGICO

Catalina Hernández
14 Ruta del Camello
Phoenix, Arizona 84220
(602) 281-3243
(602) 281-3153

OBJETIVO:

Posición de vendedora en una tienda de departamentos, en particular en la sección de aparatos electro-domésticos.

EXPERIENCIA:

1970-76 Goldwaters Vendedora

Trabajé en varios departamentos: Ropa para damas, Ropa de cama, Baños, Aparatos electro-domésticos pequeños. Entre mis funciones proporcioné información sobre productos específicos y trabajé con el sistema computerizado de la caja registradora en épocas de mucha presión, tales como las Pascuas.

1960-70 Ama de casa

Administré el hogar y crié dos niños. Llevé las cuentas de la casa, compré los aparatos electro-domésticos grandes y pagué las cuentas mensuales. Reparé e hice el mantenimiento del caso en los aparatos electro-domésticos pequeños.

1957-60 Hertz Rent-A-Car Representante

Como representante de esta empresa en el Aeropuerto de Phoenix, Arizona, estuve encargada de las reservas para autos hechas por pasajeros de las aerolíneas, proporcionando información clara sobre los diversos modelos disponibles y los complejos sistemas de tarifas, resolviendo situaciones críticas como por ejemplo, carros averiados o clientes insatisfechos.

EDUCACIÓN

1955 Graduada de la Escuela Superior de Phoenix.

1972 Completé el Seminario de Adiestramiento de Vendedores de Goldwaters.

1974 Curso de "Lenguaje Corporal": Cómo mejorar la comunicación no-verbal, Phoenix College.

REFERENCIAS

Disponibles si se solicitan.

NOTA: Esta persona podría preparar una hoja de vida funcional, pero desea recalcar la experiencia específica que posee, y que se relaciona directamente con su objetivo actual.

PARA INCLUIR CON UN MUESTRARIO

Enriqueta Pérez
 1420 Calle Curva
 Salt Lake City, Utah 87522
 (801) 533-4221 (Casa)
 (801) 547-4330 (Estudio)

EXPERIENCIA:

1960-76	Fotógrafa independiente
1967-70	Profesora de Arte, Escuela Superior, Ogden, Utah
1960-67	Fotógrafa/Reportera, Phoenix Daily Sun, Phoenix, Arizona

PUBLICACIONES/EXPOSICIONES:

1967	Exposición Biental de Nuevo México: 2 fotografías <u>Autopistas de Arizona</u> , ensayo fotográfico: "El Precioso Cañon del Arroyo del Roble".
1975	Exposición exclusiva, Galería Stark, Salt Lake City Exposición de Fotografías, Feria Estatal de Utah, 3 foto- graffias, ganador del Galardón Azul para fotografía natural.
1974	<u>Utah Gazette</u> , ensayo fotográfico: "La Contaminación en el Lago Great Salt Lake."

EDUCACIÓN:

1970	Taller de Fotografía dictado por Ansel Adams
1967	B.A. en Arte, Universidad de Arizona

REFERENCIAS

Disponibles si se solicitan.

NOTA: Las habilidades de esta persona no se enfatizan tanto en la hoja de vida escrita como en la evidencia visual que anexa al curriculum vitae. Esta hoja se incluiría en una carpeta que lleva además algunas de sus mejores fotografías y una muestra de su estilo de ensayos fotográficos.

Otras experiencias profesionales que se prestan para este enfoque son el trabajo de relaciones públicas, la redacción (incluso empleos de información pública), y el diseño gráfico.

BIOGRÁFICO

María Ramírez
Ruta 9
Trinidad, Colorado 87322
(303) 988-3276

Sírvase utilizar la información que sigue al considerar mi solicitud de participación en el programa de adiestramiento in situ de esquilado de ovejas que se dictará esta primavera en la Escuela Vocacional Técnica.

He pasado la mayor parte de mi vida en regiones rurales, particularmente en comunidades donde se cría ganado. De joven, pertenecí al Club 4-H y crié ovejas y cerdos para exhibirlos en la Feria del Estado. Mis animales ganaron varias cintas azules.

Desde mi graduación de la Escuela Superior, mi marido y yo hemos atendido una pequeña granja. Tenemos algún ganado, pero quisiera trabajar más con animales. He visto esquilas de ovejas y sé que me gustaría ese tipo de trabajo. Los deberes arduos y sucios, así como los largos días de trajín no me molestan. En nuestra granja he hecho muchos trabajos de este tipo. Además, el factor estacional o de temporada del trabajo me permitiría continuar dedicando el tiempo a las demás responsabilidades de la granja.

En la actualidad no hay nadie en esta región que esté haciendo este tipo de trabajo. En efecto, los rancheros tienen que llevar a sus ovejas a sitios distantes para que las esquilen. Sé que es un trabajo que se necesita en esta región. Además, en nuestro granero contamos con el espacio para organizar una pequeña operación de esquilado de ovejas.

NOTA: Por lo general la hoja de vida biográfica es utilizada por personas que solicitan ingreso a programas de adiestramiento específicos, o a instituciones educativas. Este estilo generalmente se redacta en forma de ensayo y trata intereses personales. No es una biografía completa, sino más bien una forma de indicar cómo sus antecedentes pueden contribuir para convertir a la persona en un buen alumno o aprendiz.

3) MODELO DE CARTA REMISORIA DE LA SOLICITUD DE EMPLEO

15 de junio de 1978

Señor Heriberto Gómez, Jefe Encargado
Compañía Eléctrica Corbett
1422 Calle Robel
Colorado Springs, Colorado 87522

Estimado Sr. Gómez:

El Señor Guillermo Vilas del Instituto Técnico Vocacional de Albuquerque me ha informado que en este momento usted tiene una vacante para un electricista. Le ruego el favor de considerar mi solicitud para dicha posición.

Durante la primavera terminé el programa de capacitación en Obras Eléctricas en el Instituto Técnico de Albuquerque: entre veinte alumnos, quedé de tercera. Aunque las sesiones de clase fueron muy útiles, lo que más me gustó fueron los aspectos de aprendizaje en el trabajo mismo. Para mí siempre fue agradable trabajar con el cliente, diseñando el sistema eléctrico para su casa, ajustándome a sus deseos y manteniéndome dentro del presupuesto.

Adjunto usted encontrará mi curriculum vitae. Los informes de estudio los remitirá el Instituto directamente a usted. Si necesita mayores informes, no vacile en llamarme. Estaré en Colorado Springs en la última semana de junio y espero poder visitar su planta en esa ocasión. Le llamaré para concretar una entrevista.

Sinceramente,

Sandra Ramírez

Anexo: Lo anunciado

V. PERSONNEL SYSTEMS/APPLICATION FORMS

PERSONNEL SYSTEMS

There are two kinds of personnel systems and personnel offices. Those for private employers will try to keep you away from the people who make hiring decisions, in a way similar to a secretary who screens calls for the boss. It is the personnel office's function to try to cut down on the "traffic" and your function to find ways of getting past the "stop sign."

The other kind of personnel system is the government agencies' employment agency, which should respond to you as a citizen and a taxpayer. These civil service or personnel offices do have specialized and sometimes complicated procedures for accepting applications for employment, but the good ones will assist you if you request their help. The bad ones should be viewed much as you do the private employers' personnel offices. It is important to remember, however, that most governments require that you have an application officially "on file" before you can be hired, or even be considered for hiring.

You can help your students cope by giving them a basic understanding of the functions of a personnel

office and by providing them with some ways to organize their campaign on the personnel systems they may contact in the course of their job hunt. The basic points to keep in mind are what a personnel office can and cannot do for the job applicant.

Personnel Can:

- Tell the applicant what kinds of jobs are available with an employer. This includes not only positions for which there are currently openings, but all positions.
- Personnel can provide information on the general qualifications needed to fill specific jobs, on any special tests which are required to qualify for consideration for the job, and dates on which applications are being taken or tests given.
- Personnel often screens initial applications and forwards names of qualified applicants to the individual responsible for actual hiring.

BUT

- Personnel does not do the hiring. Many applicants forget this point in their con-

tacts with personnel staff. The staff in these offices provide a service: they bring together job applicants and possible employers. They are sometimes the way to the person in power, but they are not the power.

--The responsibility of personnel is not to the applicant, but to the employer. It is the applicant's responsibility to make the system work for her, to find out about job openings, to maintain an up-to-date application and to be seeking interviews.

Research to Do Before Your Class on Personnel

Many questions regarding the way personnel offices work in your community will come up in the course of the discussion on this topic. In order for you to begin to answer them adequately, you will want to learn the ropes of at least two kinds of systems in your community. Using the following list of questions, get information on the hiring procedures of a public employer, such as state government, and a private industry or company.

- 1) Can a person use a resume or does one need to fill out an application?

- 2) Is an initial interview required at the time someone applies? If not, when can an applicant expect to be interviewed?
- 3) Must separate applications be filed for each job description?
- 4) Are applications taken only when there is a vacancy, or are they taken throughout the year and kept on file in the event of vacancies?
- 5) How long are applications kept on file?
- 6) How can the applicant add information to her application?
- 7) Is preference given to older applications?
- 8) Are interviews only given to applicants referred through the Personnel system?
- 9) If the answer to number 8 is yes, how are applicants rated for job referral? Can an applicant appeal her rating?
- 10) Are job descriptions available?
- 11) Is there someone in the Personnel Office who can counsel applicants concerning which jobs they are best qualified for and when openings are expected?

Take the information you gathered during this survey to your class, and use it to give your students a sense of what kinds of questions they will want answered in order to use personnel systems effectively.

If you have the time, you might also ask for similar information from as many personnel systems

as you can locate in your state. Don't forget the federal system. Quite often the larger government and private industry offices will have free brochures outlining their procedures, which they will provide in quantity.

This topic is also an excellent one for the use of resource people. You may find, during your survey, a person or persons knowledgeable about personnel in the area and willing to share their expertise with your class. If you are reluctant to gather all the available information yourself, resource people can fill in for you.

Courtesy with Personnel Staff

Even though the people the job applicant meets in personnel offices are not generally responsible for hiring decisions, they do often have a certain amount of control over which applicants get interviewed. They are also aware of more information than they may generally give out. For these reasons, it is crucial that applicants treat these staff people with courtesy and respect. No matter how frustrated the applicant may become with the system, a patient, friendly and courteous approach to personnel staffers will in the end help more than becoming angry.

This is not to say that a woman whose application has been lost and who therefore missed an interview deadline should not take some forceful action. She may want to discuss the situation with a supervisor or director of the personnel department to try to get her chance at an interview. But she will have a better chance of ultimately being interviewed if she has not needlessly had a shouting match with the receptionist.



DON'T LET PERSONNEL MAKE YOU FEEL LIKE THIS . . .
LEARN TO DEAL WITH THE SYSTEM!

APPLICATION FORMS

The same principles given for resumes apply to application forms. Be positive, be brief, and be neat. Unless it is absolutely impossible, the applicant should take the form home with her. She should ask for duplicate copies and fill one in with pen or pencil as a trial, then type a neat copy.

Many jobs are lost to the person applying because an application is late, incomplete, or supportive documents are not provided. It is extremely important to meet application filing deadlines. For this reason the applicant should read the form while she is in the personnel office. If there is not a stated deadline, she can ask if there is one. If supportive documents, such as college transcripts, are required, she can ask to whom they should be addressed. If there is a question on the form which she does not understand, an on-the-spot inquiry can save her a great deal of time later.

Offensive/Illegal Questions

The beauty of the resume is that the individual chooses what information she will include and what she will not include. Application forms specify what information to give. Generally, some of

the information requested (such as marital status, number of children, age, sex) cannot be considered by the employer in the hiring process. But, if that information appears on the application, the job seeker will wonder if the information was used, illegally, to deny her a job. This is particularly a problem for women who have children and who are seeking work. If a woman who identifies herself as a mother, files application with an employer who feels strongly that mothers should not work, neither she nor the employer can guarantee that such a prejudice will not affect an evaluation of her employability.

A woman confronted with offensive and illegal questions on a personnel application form has several options:

- 1) She can answer them.
- 2) She can leave them blank.
- 3) She can ask if her application will be accepted if she leaves them blank.
- 4) She can state on the application that she finds these questions offensive and refuses to answer them.

Obviously, if she chooses the last two alternatives, she risks not being considered for the job. The applicant must make her own decision.

Materials for the Class

As you are doing your survey of personnel systems, ask for blank application forms. Bring as many different kinds of forms as you can locate to your class. It is good for your students to have practice filling out the forms, especially if they cannot rely on resumes for the jobs they want to apply for.

CLASS EXERCISES/DISCUSSION: PERSONNEL SYSTEMS/APPLICATION FORMS

Discuss any thoughts your students may have had between class meetings. If you assigned resumes, ask to see what your students have done. If any one wants to volunteer to show the class their resume for review, it can provide an excellent warm-up session.

EXERCISES 14-16

EXERCISE 14: "How Do I Make Personnel
Systems Work for Me?"

TIME/ACTIVITY	SUGGESTED APPROACHES
Local Survey (20 minutes minimum)	Bring in copies of your local survey and any materials describing the application process that you have been able to find. Discuss what can be expected of the personnel systems in your state. Use students as resources here since some of them have probably contacted different personnel systems than you have, and can share what they know with the rest of the class.
Resource Persons	Invite one or two knowledgeable people in to provide information and answer students' questions. Discuss the need for courtesy and persistence, and techniques that will make these qualities work <u>for</u> a job applicant.
Materials Required	Local survey questions and answers.
Special Instructions	Emphasize the need to see personnel staff as people who work with them, not against them.

The saddest tales job-seekers tell are of the perfect job they heard about two weeks after the application process closed. Hearing of these great jobs they just missed, many job-seekers become discouraged and stop looking for weeks or months. Then they begin again, only to hear of that elusive perfect job and how they just missed it again. Their problem is similar to that of the fisherman who never fishes because the fellow next to him always gets the big one. But, he will never catch that fish if his hook isn't in the water.

The next exercise is crucial to making personnel systems work. Unless a job-seeker has an application in the files, there is nothing the personnel office can do for her.

EXERCISE 15: Filing Applications:
 "You Don't Catch Fish if
 Your Hook Isn't in the Water"

TIME/ACTIVITY

SUGGESTED APPROACHES

Local Forms (15 minutes minimum)	Provide the most obvious application forms you can find; i.e., the ones with agencies or businesses in which some of your students will most likely be interested. State and federal governments are always a good bet, even in rural areas. Go over the forms with your students, discussing some of the background information provided. Or use the Information Form found at the end of the chapter. Students can use it, when completed, to work from in filling out real application forms, preparing for an interview, or instead of a resume if they do not have one.
Group Work	Have the students as a group brainstorm places for individual members of the class to make application.
Materials Required	As many application forms as can be had.
Special Instructions	This exercise is crucial for students who cannot do resumes and are applying for entry-level jobs.

TIME/ACTIVITY

SUGGESTED APPROACHES

Local forms/Information Form	Provide sample application forms and the Information Form. Go over important points in filling them out.
Assignment (two days)	
Group Work	Have the students as a group brainstorm places for individual members of the class to make applications. Assign each student the task of filing at least one new application between class sessions.
Materials Required	Sample application forms, Information Form.
Special Instructions	See instructions to above approach.

For most job-seekers making application for jobs is really a "numbers game." The more applications a person circulates, the more apt she is to hear ultimately about the job she wants. (In the last section of the manual you will find another approach to finding a job, but the numbers game is still the most traditional approach to take.) To keep track of the applications she has out, the job-seeker will need to be organized. Organizing herself gives an applicant one of the keys she needs to make personnel systems work for her.

EXERCISE 16: "How Do I Keep
Track of All My Contacts?"

TIME/ACTIVITY

SUGGESTED APPROACHES

Handout/ Discussion (5 minutes minimum)	Hand out the Job-Search Contact sheet. Explain the need to keep track of applications and personal contacts for self-protective reasons. For discussion compare two situations, both involving a lost application. An applicant files her application by a stated deadline. Two weeks later, after the job has been filled, the applicant is told that the deadline was a week earlier than she originally thought and her application has been lost. A) How does she respond if she has no records? She cannot remember the exact date that she picked up the application and received the erroneous information. She cannot remember the name of the staff person who gave her the information. And she has no record of the actual date on which she filed her application. B) How different is her response, and how much more control of the personnel system does she have, if she has kept track of this information?
Materials Required	Copies of Job-Search Contacts Handout
Special Instructions	This approach is useful in more populated areas where job-seekers are likely to file numerous applications.

WORKSHEETS FOR EXERCISES 14-16

This section contains the following worksheets:

- 1.) Job Search Contacts Sheet (page 167)
- 2.) Information Form (page 168)

1) JOB SEARCH CONTACT SHEET

Date	Person Contacted	Action Taken	Follow-up/date	Comments

2) INFORMATION FORM

NAME _____

STREET NUMBER & NAME _____

CITY, COUNTY, STATE, ZIP _____

MAILING ADDRESS (If different from above) _____

HOME TELEPHONE _____

OTHER TELEPHONE _____
(Leave messages)TYPE OF JOB DESIRED day _____ evening _____ week-days _____
(Check those you will accept) weekends _____ part-time _____ full-time _____List special requirements
such as working conditions _____Skills/Abilities you have
and want to use on the job _____

EDUCATION

High school diploma or
GED certificate

School _____ Date received _____

Vocational or trade
school certificate(s)

School _____ Date received _____

Subjects studied _____ Certificate _____

Community college
certificates

Subjects studied _____ Certificate _____

Undergraduate degrees
(associate or bachelor)

School

Date received

Subjects studied

Degree

Short courses, work-
shops or other train-
ing (including cor-
respondence schools
and on-the-job
training)

EXPERIENCE (Both paid and volunteer)

Description of work done:

Who did you work for?

Who to contact to verify what you did:

When you did the work:

* * * * *

Description of work done:

Who did you work for?

Who to contact to verify what you did:

When you did the work:

* * * * *

Description of work done:

Who did you work for?

Who to contact to verify what you did:

When you did the work:

★ ★ ★ ★ ★ ★ ★ ★ ★

Other Abilities and Skills Not Shown Elsewhere:

Typing speed _____
 Key punch speed _____
 Shorthand speed _____
 Calculator speed _____
 Computer programming _____
 Sales machines operated _____
 Editing abilities _____
 Familiar with legal or medical terms _____
 Dealing with people _____
 Telephone handling _____
 Languages spoken _____
 Other _____

HOJAS DE TRABAJO PARA LOS EJERCICIOS 14-16

- 1) Contactos hechos en la búsqueda de empleo (p. 172)
- 2) Formulario informativo (p. 173)

1) CONTACTOS HECHOS EN LA BÚSQUEDA DE EMPLEO

Fecha	Persona visitada	Acción tomada	Resultados/Fecha	Comentarios
198				199

2) FORMULARIO INFORMATIVO

NOMBRE _____

DIRECCIÓN _____

CIUDAD, CONDADO, ESTADO, ZONA POSTAL _____

DIRECCIÓN POSTAL _____
(si es diferente)TELÉFONO EN CASA _____ OTRO TELÉFONO _____
(Dejar mensajes)TIPO DE EMPLEO DESEADO: diurno _____ nocturno _____ fines de semana _____
(Indique los que usted días de semana _____ medio tiempo _____ tiempo completo _____
considera aceptables.)Indique requisitos especiales _____
tales como condiciones de trabajo _____

_____Habilidades/Pericias que usted _____
posee y desea utilizar en su _____
empleo _____

EDUCACIÓN:

Diploma de escuela superior o
bachillerato

Escuela _____ fecha recibido _____

Certificado(s) de escuela
técnica o vocacional

Escuela _____ fecha recibido _____

Temas estudiados _____ certificado _____

Certificados de universi-
dades comunitarias

Temas estudiados _____ certificado _____

Grados universitarios

	Universidad	fecha recibido

Cursillos, talleres u otro
adiestramiento (incluyendo
cursos por correspondencia
y aprendizaje in situ)

EXPERIENCIA: (Remunerada y de voluntario)

Descripción del trabajo efectuado:

¿Para quién trabajó?

¿Con quién podemos verificar este dato?

¿Cuándo trabajó allá?

Descripción del trabajo efectuado:

¿Para quién trabajó?

¿Con quién podemos verificar este dato?

¿Cuándo trabajó allá?

Descripción del trabajo efectuado:

¿Para quién trabajó?

¿Con quién podemos verificar este dato?

¿Cuándo trabajó allá?

*

*

*

*

*

*

Otras habilidades y destrezas que no aparecen enumeradas en otra parte:

Velocidad de mecanografía _____

Velocidad de perforación de tarjetas _____

Velocidad de taquigrafía _____

Velocidad con la calculadora _____

Programación de computadoras _____

Máquinas registradoras operadas _____

Capacidades de corrección de textos _____

Familiaridad con términos legales o médicos _____

Trato con el público _____

Manejo del teléfono _____

Idiomas _____

Otras _____

VI. DEVELOPING TEST-TAKING SKILLS/ PREPARING FOR JOB INTERVIEWS

DEVELOPING TEST-TAKING SKILLS

For individuals who have been out of traditional education for a year or more, taking pre-employment tests can be very difficult. Apart from being rusty in knowledge areas such as algebra or vocabulary, many adults have lost some of the test-taking skills which lead to better scores. Such skills include the ability to pace oneself to finish timed assignments, judge which questions to skip and concentrate for periods of three or four hours at a stretch.

This unfamiliarity with the testing process often makes job applicants feel intimidated and nervous when faced with the prospect of a pre-employment test. A cycle develops: the person doesn't feel comfortable taking the test; she thinks about her lack of test-taking ability instead of concentrating on the test itself; and subsequently she scores poorly. Because of her low score, she feels even more intimidated by the testing process.

One way to break out of this cycle is to learn as much as possible about the specific test to be taken before walking into the testing room. The more stan-

dardized the test, the easier the information is to find. For example, the basic test most applicants for professional level federal jobs are required to take is the PACE test. A book on the PACE test is available which offers exercises similar to those found in the actual test, and which provides basic information on how the test is graded. A woman planning to take this test could get enough knowledge from this book to at least relieve some of her nervousness when faced with the actual PACE examination.

Generally, job applicants are given two kinds of tests: tests for specific knowledge and tests for general aptitude. Both these types are traditionally given through a written multiple choice format that is machine graded. You might, however, encounter a new kind of test being given. This test is given at an "assessment center" and involves asking job applicants to role-play situations which they might encounter on-the-job. Their responses are then evaluated by an individual familiar with the tasks required to do the job appropriately.

As you or your students are researching employers and personnel systems in your area, you will undoubtedly discover jobs for which pre-employment tests of one kind or another are required. If you are offering a short

workshop, the responsibility is yours to find out as much as you can about the tests required by any major employers in your area. Resource people who can provide this kind of information may also be located. If your class is spread over a period of weeks, your students may do some of this research themselves.

NOTE: If in the process of conducting a survey of pre-employment tests, you or your students find tests which do not seem to be job related, the test requirement can be challenged. Employers are required to prove that pre-employment tests do measure skills actually required on the job.

PREPARING FOR JOB INTERVIEWS

Every activity discussed in the manual to this point is aimed at helping your students get an interview and give a job-winning performance. There are, however, some specific steps that a good job applicant must take which have not yet been covered. Consider the following two stories of job interviewing.

Janet had about fifty job applications on file with various companies in her city. She had gone out on about ten information interviews with those companies that really interested her. She had a good idea of the job openings that were expected in the field which interested her: business management.

Early one week she received a letter from a company with which she was unfamiliar, asking her to come in at the end of the week to interview for a manager's position. She knew the company sold office furniture. She accepted the interview. Between Monday and Friday, Janet worried a good deal about the interview. Aside from having her best suit cleaned, she did nothing else to prepare for it.

On Friday morning she dressed and left her house in what she felt was ample time to get to the company's office. As it turned out, the office was further away than she expected and she arrived ten minutes late. She found that she was one of 10 people being interviewed and that twenty minutes had been scheduled for each interviewee. Looking at the other applicants and staff at work, she realized too late that she was over-dressed for the company.

With no time to relax, or to get any information about the company, Janet was rushed

in for her interview. The first question she was asked was: "Why would you want to work for this specific company and what skills do you have which would fit in here?" Since she was not really sure about the size and make-up of the company, she gave an unsatisfactory answer.

She did not get the job.

* * * * *

Jane, who had gone through the same process as Janet, was also asked to interview for the office furniture company. She knew very little about the business. But, instead of letting the week slide by doing nothing but worrying, Jane prepared herself to take control of her interview. Rather than telephoning to accept the interview, Jane went to the office to reply. In this way she found out how long it would take her to get there from her house, what the company looked like, and what kind of people worked there. She noted how the workers were dressed.

When Jane stopped at the office to accept the interview, she asked if anyone else was being interviewed that day. She also asked for an idea of how long the interview would take, and if any printed information on the company was available.

In the course of the week Jane continued to research the office furniture company. She talked to the Chamber of Commerce about the business. She had lunch with a friend who had sold office furniture to get some general details on how such companies worked. From her friend she got some ideas about how she would help that company. And she revised her resume to highlight her experience in private business.

The morning of her interview Jane took some quiet time to think about possible questions she might be asked and how she would respond to them. She also noted some questions she would like to ask the interviewer, such as fringe benefits and opportunities for advancement.

Jane arrived on time and well prepared. She walked out of the interview with the job.

As the stories of Janet and Jane illustrate, research and preparation must be made to get the type of job one wants. This preparation is covered by a few, simple methods:

- 1) Ask questions before the actual interview to find out what will be expected of the applicants.
- 2) Visit the working facility before the interview so that you may wear the right clothes to the interview.
- 3) If you don't know much about the company or agency, find out as much as you can before you actually interview.

What Are the Job Applicant's Legal Rights?

There is another kind of knowledge with which job applicants who are women and/or minorities need to become familiar. There are a great deal of federal and state civil rights laws that cover hiring decisions. Aspects of these laws relate to questions which can be legally considered in making employment decisions.

Generally, a person's sex, age, marital status, number of children, racial, ethnic or religious backgrounds, or handicaps, cannot be weighed in hiring decisions. Questions related to these matters can be challenged. The interviewer then must prove that the question relates to a bona fide

occupational qualification (BFOQ). For example, a woman cannot charge that she has been discriminated against in employment because she was not hired to play a male character in a play. She is able, however, to make such a charge if she is not hired to be an electrician because the company has traditionally had all male work crews. Company traditions do not make for BFOQs. The law narrowly defines a BFOQ.

The problem most people face is the reality that challenge or refusal to answer such questions often means that the person is not hired for the job. For some people, such questions merely convince them that they would not want to work for that company if such matters are considered. Many job-seekers, however, face economic pressures that do not allow them the freedom of giving up a job opportunity. What you can do in your class is give people another choice -- don't refuse to answer illegal questions, avoid them.

Often times there are hidden questions behind illegal questions. An interviewer who asks "Do you have any small children?" may be really asking "Can you travel?" Since this is really what the interviewer wants to know, a good response to this

question might be "I am free to work over-time and travel when necessary." The applicant has answered the hidden question. The chances are that the interviewer will not re-phrase the question, because he or she has gotten the information required.

The following are some answers that can be made to suspect questions:

"How do I know you won't get married and quit this job in a year or two?"

"I plan to develop a career."

"Are you going to have any more children?"

"Why do you ask?"

"Does your husband object to your work?"

"No, he thinks it's great for me to bring home a check."

By practicing different answers to these questions job-seekers can present themselves effectively in an interview. They will learn to answer these commonly asked questions without offending the interviewer.

Answering, challenging, or refusing suspect questions, should be done with a full knowledge of your rights in an employment situation. For your information, and that of your students, an appendix is included detailing significant federal legislation which affects job applicants. If you are in-

terested, your state's Attorney General, Human Rights Commission, or Commission on the Status of Women can provide you with specific information related to employment laws in your state.



"DO YOU PLAN TO HAVE CHILDREN? HOW DOES YOUR HUSBAND FEEL ABOUT YOU WORKING? . . . ETC. ETC. ETC."

CLASS EXERCISES/DISCUSSION: DEVELOPING TEST-TAKING SKILLS/PREPARING FOR JOB INTERVIEWS

If you have had a break since the last session, ask students to discuss or share knowledge of any job vacancies. If you assigned them the task of filing applications, ask where people applied, and what their experiences were with personnel offices. Ask if anyone has gotten a job interview, or a job.

EXERCISES 17-19

EXERCISE 17: "How Can I Do Better on
Pre-Employment Tests?"

TIME/ACTIVITY	SUGGESTED APPROACHES
Discussion/Local Materials (10 minutes minimum)	Bring in sample tests you have been able to find. Go over the following information with the class, emphasizing that these are questions they should ask before taking the test. 1) What kind of information does the test measure? (knowledge, skills, attitudes?) 2) How is the test graded? (Am I penalized for wrong answers?) 3) How often is the test given? 4) Where is it given? 5) Can it be repeated? 6) Is there a sample I can use to prepare for it? 7) Is there a staff person who will help me study for the test? Offer the following tips for relaxing before a test: --Get plenty of rest. --Make sure you know what materials you should bring. --Arrive early. --Don't sit next to someone who distracts you (a smoker, a fingernail biter, etc.). --Wear comfortable clothes. --Try relaxing just before the test by taking several deep breaths.
Materials Required	Samples of tests
Special Instructions	Ask your students before you offer this approach if they will be taking pre-employment tests, and need this help.

TIME/ACTIVITY

SUGGESTED APPROACHES

Discussion/ Overnight Assignment	Go over the questions listed in the previous approach. Ask students to collect sample tests from personnel offices and get information required by the above questions. Have them share the information at the beginning of the next class session. Offer the relaxation tips listed in the previous approach.
Materials Required	None
Special Instructions	See the instructions for the previous approach.

EXERCISE 18: "How Do I Prepare
for an Interview?"

TIME/ACTIVITY

SUGGESTED APPROACHES

Discussion/ Handout (10 minutes minimum)	Discuss the need to research the agency or firm which has offered the interview. Stress not only finding information on the product or service the employer provides, but also finding out what kind of people work there, what they wear and what the interview process involves.
Materials Required	None
Special Instructions	Do not lecture for more than 10 minutes. Encourage questions.

TIME/ACTIVITY

SUGGESTED APPROACHES

Group work/ Handout (25 minutes minimum)	Present students with the following situation: A woman has been asked to interview for a job as a Personnel Administrator in a local department store. She knows nothing about the store. What can she do in the next three days to answer the following questions: 1) What do Personnel Administrators do in that store? 2) What kind of work background do most of the employees have? 3) What form of interview does the company give? 4) What skills do I have to offer? 5) What should I wear to the interview? Ask students to work in groups of three to develop specific methods the woman can use to get this information. Discuss the solutions.
Materials Required	None
Special Instructions	Circulate among the groups to stimulate students' participation and encourage them to stick to the topic at hand.

EXERCISE 19: "What Are My Civil Rights?"

TIME/ACTIVITY	SUGGESTED APPROACHES
Handout/Discussion (30 minutes minimum)	Hand out copies of the civil rights legislation provided in the Appendix. Discuss any state laws which might also apply to employment decisions. Ask students to share any illegal or offensive questions they have encountered and the responses they made. Work as a group to develop other responses.
Resource Person	Invite a resource person familiar with Civil Rights laws to speak with your class.
Materials Required	Copies of civil rights legislation information in Appendix.
Special Instructions	This is an important topic which should be covered if at all possible.

Assignment for Interviewing Class

The next topic to be covered is interviewing techniques. Whether you are offering a short workshop or longer training session, this topic is best covered by a role-playing situation. In advertising your workshop or making the next week's assignments, ask students interested in developing their interviewing techniques to bring their resume and wear clothes that they would wear to a job interview.

VII. INTERVIEWING/INTERVIEW FOLLOW-UP

TYPES OF INTERVIEWS

Dreaded as much as sought after, interviews can send the most experienced job-seeker home with her self-confidence destroyed. No matter how much effort both parties involved bring to the meeting, there is just no way for an applicant to present to the employer all the reasons which make her the best person for the job. Nor is there any way for the employer to ask all the needed questions to know if he or she is choosing the best applicant. But, there are some considerations in the interview process of which the applicant should be aware.

The best approach is to be in control of the interview. To be in control means to make sure that, whatever the style of the interviewer, the applicant makes those points which she feels most relate to her ability and desire to do the job under consideration. The following suggestions are provided to give you an idea of some methods a person could use in different situations. Each approach relates to a specific interview style.

The Open-Ended Interview

For the applicant who has prepared herself with a knowledge of her work strengths and of the job in question, this is the best possible interview style. Using this approach the interviewer may open the discussion with a question such as "Why do you want this position?" This gives the applicant an opportunity to show that she has thought about the job in question and to mention the strong points in her work background. The interviewer then might go on to ask "Why are you the best qualified applicant for this position?" Here too the applicant has control of the situation, she is free to forcefully state her strong points. There is less stress in this kind of interview because there is not one right answer.

The control problem in the open-ended interview results in the applicant's tendency to ramble. Unless she has thought about her reasons for wanting this specific job, she may give a vague answer and talk too much. Such rambling will bore and irritate the interviewer and may make him or her move to a more rigid interview style.

The Structured Interview

During the course of this interview the applicant will most likely be asked a series of specific, set questions posed in every interview, to every applicant. Quite often these questions relate to potential activities or problems that are likely to happen in this specific job. A possible question for a public relations job might be "You have to raise \$100.00 in the next week for a training session that our charitable organization hopes to develop. Who would you contact to raise this money?"

The applicant who controls this type of interview will not only discuss the contacts she would make, but her enthusiasm for such work and any specific fund-raising she has done in the past. Rather than say "I would contact the local Chamber of Commerce, the National Bank and the Junior League," she might say, "I enjoy the personal contact that one makes in a fund-raising effort, and the excitement of selling a worthwhile idea. During my work for the PTA, I often called upon the Chamber of Commerce for assistance and would begin this effort with Mr. Espinosa at the Chamber."

Applicants lose control of this type of interview by giving the "I don't know," "I've never done anything like that" answer. Always answer such questions positively. A person caught off guard by a question can often ask for elaboration in order to gain some time to think. If the applicant has never done anything like what's being asked, she can note that she does not have enough experience with the particular task or situation presented to give a specific answer, but that she would know how to do the research necessary to find out the answer.

The Lecture Interview

Occasionally an interviewer prefers to do most of the talking, while basically watching the applicant for indications of interest and alert responses. This is the most difficult interview for the applicant to control because she may never be asked about herself. The best approach here might be to wait until the end of the interview, at which point she may be asked if she has any questions or comments. She may then give a brief overview of her experience and interest in the job, relating her background to the information the interviewer has provided. If she is not asked for questions, she will have to take the initiative and say, "I have

a couple of questions for you." Brevity is crucial here because the interviewer is probably ready to end the meeting at this point.

The Team Interview

Interviews conducted by two or more interviewers are becoming quite fashionable. Previously, such interviews were only given for professional level jobs in which the applicant would be required to work with a variety of supervisors or groups of people. Team interviews are, however, now given for many different kinds of jobs. If a person is applying for an entry-level or low-skilled position in which she may have to work with a variety of people, she may be interviewed by a team of supervisors or co-workers. For some jobs she may be asked to demonstrate her skills; this is because the team interview has replaced a pre-employment test.

Team interviews incorporate aspects of the three types of interviews outlined above. If the job is one in a large corporation or agency, and is clearly defined, the team of interviewers will probably take a structured approach. Before the interview, they will meet and outline a set of

questions for all the applicants. They will then divide up the questions so that each interviewer covers a specific topic. Quite often they will develop a point system for rating applicants' responses.

If the job is with a smaller agency, a private group, or is not clearly defined, the interview may be more open-ended. In this type of team interview, each member of the group will ask questions of specific concern to them. Often the team will use the interview and the applicant as a tool for defining the job more clearly. For example, a person may be interviewed to fill a newly created job as a fund-raiser. The interviewers will learn from the applicant during the interview how she would do that job. In this situation, the person hired will most likely be the one who most clearly defines the job to be done.

Depending on the kind of job open, the team may ask questions about direct knowledge of the field, or about the applicant's general experience or may require a demonstration of the skills necessary to do the job. The final hiring decision is usually made jointly by the team, but sometimes they may pick the top applicants and a direct supervisor will make the final decision.

Because each interviewer on a team will be involved in the hiring decision, it is important for the applicant to respond directly to questions asked by each individual. Eye contact is crucial here. The successful applicant will look at the person asking the question and answer that person directly, thereby establishing an individual bond.

Since this type of interview is more challenging than an interview with a single employer, prior research is even more important. The applicant should thoroughly prepare for the interview. When contacted, she could ask how many people will be interviewing her, what kind of questions she will be asked, how many people are being interviewed, and if she will be expected to demonstrate her skills.

Stress Interviews

This type of interview is designed to test the applicant's ability to withstand pressure. The idea of a stress interview is that if an individual can handle this type of situation she will be able to handle the job.

The focus of a stress interview is either to have the applicant demonstrate her ability in a

certain field with observers watching, such as: teaching demonstrations, spontaneous improvisations, or analysis of financial data. The focus can also be to apply pressure on the applicant by such methods as refusal by the interviewers to smile or make the interviewee feel comfortable, asking extremely difficult, hard-to-answer questions or by a blatantly hostile interviewer.

The point of this hostility is to test ability to handle difficult interpersonal relationships on a job.

The response to this type of interview should be to retain your perspective and not take it personally. The applicant should attempt to maintain composure and, if possible, a sense of humor. Concentrate on the question or situation being presented without concerning yourself over the next question or event or your impression on the interviewer.

Although this type of interview is designed to create stress, the other interviews discussed above can also be stressful to applicants. Knowledge, preparation and a basic understanding of the purpose of the different types of interviews can help to alleviate stress.

Body Language

Sometimes, what an applicant says does not make as much of an impression as the way in which she says it. A woman who slouches in her chair during an interview looks uninterested in the job no matter how many times she may say that the work appears to be challenging and exciting. Also, the applicant can gauge how well an interview is going by the interviewer's non-verbal communication. Is he or she constantly looking at a clock, shuffling papers, squirming in a chair? These are all signs that the interviewer might be bored, or that the interview is over.

Here are some tips to share with your class for controlling the body-language aspects of the interview.

- Meeting interviewer: smile, offer a firm hand shake, wait for the interviewer to offer a seat.
- Eye contact: look the other person in the eye as much as possible, especially when answering questions. Practice this skill if it is difficult.
- Posture: Sit up, look alert, keep your hands as relaxed as possible.

- Don't: smoke, chew gum, crack knuckles, shake your leg, drum your fingers, arrange your hair.
- Ending interview: let the interviewer terminate the interview, smile, shake hands as you leave.

You may teach a class which includes women whose cultural or social background makes eye contact or firm hand shakes a difficult procedure. But, employers look for these signs of self-confidence and they should be mastered. It may be important in your class sessions to stress that while such actions as offering a firm hand shake are out of place in one's own social context, they are not out of place in the job interview.

Nervousness

Everyone is nervous prior to an interview. Interviewers expect a certain amount of tension on the part of the applicant. What is sometimes forgotten is that the interviewer may also be nervous. The applicant can sometimes make a good impression by preparing herself for the interview so that she's not so nervous. Taking a few minutes at the start to both relax herself and the interviewer, is a good idea. The following are some tips about how to have a relaxed interview.

Before the interview a person should consider what she will be wearing to make sure that her dress is appropriate, and that she is comfortable. Don't wear a new dress or pants suit to the interview. Thinking about how it looks will take away from concentration on the interviewer's questions. Walk, sit and look in a full-length mirror before going to the interview to make sure that a skirt is not too short, or pants too tight. Then, forget about clothes.



THERE'S A RIGHT WAY AND A WRONG WAY TO DRESS FOR
JOB INTERVIEWS.

Arrive for the interview at least ten minutes early; comb hair or arrange make-up during this time. Also talk to secretaries or receptionists about casual things like the weather or the way the office is decorated. Doing this will provide time to get over initial nervousness at being in a strange place, talking to strange people. Furthermore, secretaries and receptionists are often asked by supervisors for their opinions about job applicants. If you have made a good impression on the secretary, you may have a better chance of getting the job.

On entering the interview room, look around for something about which to begin a casual conversation. Compliment the interviewer on an office decoration or the view. This helps relax both parties and gets started on a friendly basis. A couple of statements is enough. Unless you can say something sincerely, it is probably better to go directly into the job interview after introductions.

INTERVIEW FOLLOW-UP

Following-up on an interview is an excellent way to tell the employer that the applicant is indeed interested in the job. Sometimes the follow-up contacts, not the

interview itself, will lead to the job offer. If an interviewer has several qualified applicants, and is having difficulty picking one, a thank-you telephone conversation or note can give an applicant the needed edge to get the job. Care should be taken, however, not to become a nuisance.

There is a simple chronological order to follow in making post-interview contacts:

Day Following Interview: Telephone or send a note to the interviewer to thank him or her for their time and to re-emphasize interest in the job. This is also a good opportunity to note any skill that may not have been stressed in the interview itself.

One-Two Weeks Following Interview (or a few days after the date on which the interviewer has indicated that a decision might be made): Telephone, or write to ask if a hiring decision has been made. If a decision has been made, thank the interviewer again and ask for reasons why you were not selected. Stress that this information will be useful in future interviews.

One Month After Interview: Write, telephone, or visit with the person who interviewed you. Explain that you are still seeking work and ask if there are any anticipated openings.

These contacts should always be made, no matter how discouraging the interview or whether there is actually a new vacancy. They show persistence, a serious interest in working for the employer, and may provide information on future jobs. Also, the individual hired may not stay

at the job -- he or she may be fired or find that the work doesn't suit -- then an applicant who has maintained contact has an excellent opportunity to be hired.

CLASS EXERCISES/DISCUSSION: INTERVIEWING AND INTERVIEW FOLLOW-UP

If you have asked students to research tests that are required for employment in the area, have them share this information. Discuss any interviews that individuals might have had.

Ask for anyone who has come prepared (with resume, dressed appropriately) to practice interviewing techniques.

EXERCISES 20-21

EXERCISE 20: "How Do I Give a
Better Interview Than I Get?"

TIME/ACTIVITY

SUGGESTED APPROACH

Role-Playing
(30 minutes minimum)

Imagine a specific job interviewing situation with the help of your students. For example: a job as a manager at a MacDonald's hamburger stand. Pick something familiar to everyone.

Ask three students to be applicants and two to be interviewers; you should play one of the interviewer's roles. Briefly explain the types of interviews to the two interviewer volunteers. Ask them to try to use all three approaches.

Handout

Provide everyone with the Interview Checklist found at the end of this chapter. Briefly go over how the checklist is set up.

Role play a brief interview with each applicant. Make sure each interview situation includes an opportunity for students to practice answering the offensive or illegal questions which were covered in earlier chapters. Have the other students use the Interview Checklist to evaluate the volunteers.

Using the class members' evaluations, cover the checklist with each volunteer.

OR

If your class has twelve or more students, divide the group into threes. Have each person play the roles of the interviewer, applicant and observer. The observer gives feedback. The instructor of the class should circulate among the class to help them with the role playing.

OR

(Continued on next page)

TIME/ACTIVITY	SUGGESTED APPROACH
Resource Person (30 minutes minimum)	If your class is able to respond to an outsider, bring in someone who does job interviewing and ask him or her to play the role of interviewer. Ask this resource person to use a variety of interview styles.
Materials Required	Interview Checklist Handout; Pencils
Special Instructions	If your entire job-finding workshop lasts only one hour, spend half that time on this.

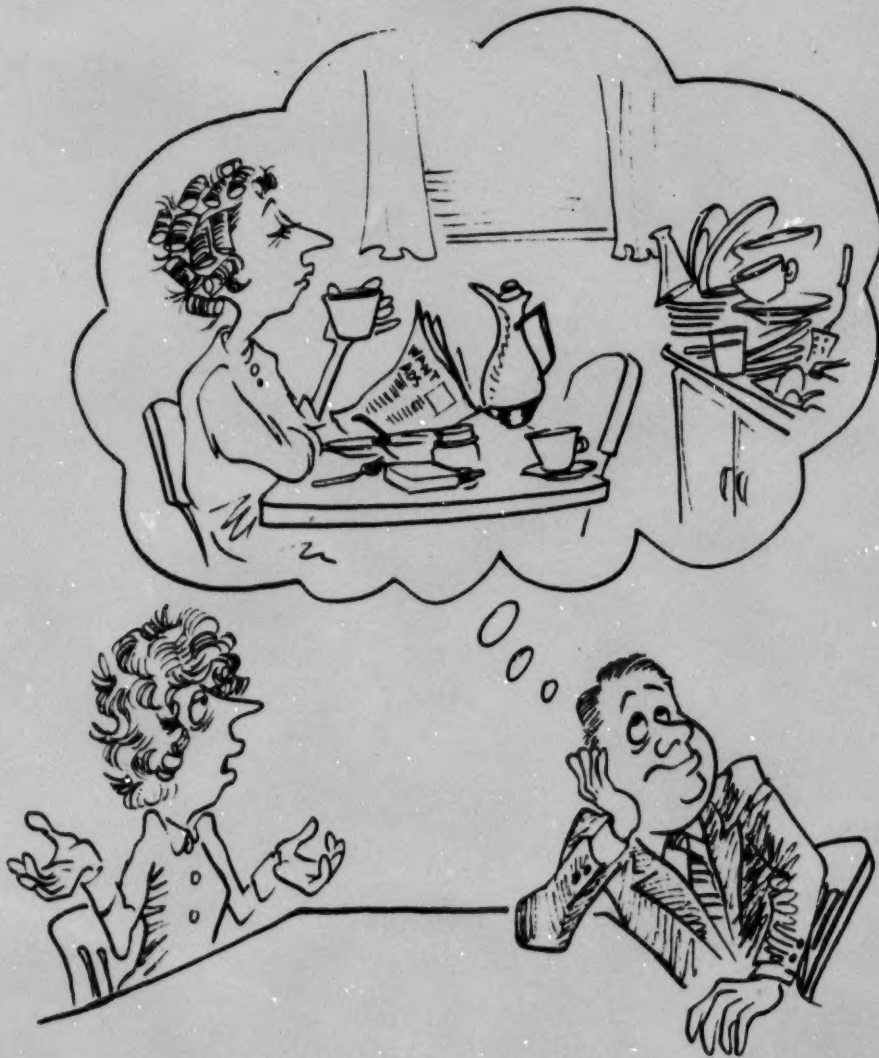
TIME/ACTIVITY	SUGGESTED APPROACH
Discussion/Hand-out (10 minutes minimum)	Hand out the Interview Checklist and discuss with students their previous interviews. Encourage use of the checklist to evaluate personal problems.
Materials Required	Interview Checklist
Special Instructions	This approach should not be used unless you find yourself short of time.

**EXERCISE 21: "What Do I Do After
the Interview?"****TIME/ACTIVITY****SUGGESTED APPROACH**

Discussion (10 minutes minimum)	Using the tips in the background information provided at the beginning of this chapter, discuss follow-up contacts. Encourage students to use the Job Search Contact Sheet introduced in Exercise 16 to keep track of their follow-up contacts.
Materials Required	None
Special Instructions	Follow-up cannot be overstressed.

WORKSHEET FOR EXERCISES 20-21

1.) Job Interview Checklist (page 206)



INTERVIEWER: "WHAT HAVE YOU DONE IN THE PAST 10 YEARS?"

APPLICANT: "WELL, I'VE JUST BEEN A HOUSEWIFE."

1) JOB INTERVIEW CHECKLISTCritical Interview BehaviorsDirections: Circle Number from 1 to 4

- I. Ability to Describe Skills
(Uses at least three statements to support job choice. Describes work skills, naming machine or using appropriate terminology. Supplies information about skills early in interview. Responds to vague or hostile questions by quickly citing skills and abilities.)

1. Failed to mention any job skills.
2. Used one or two supportive statements, but failed to use correct terms, or had to be prompted.
3. Used three or more skill statements, with help from interviewer
4. Used three or more skill statements, early in the interview, in answer to vague questions.

- II. Ability to Answer Problem Questions (Explains answers to questions on application. Responds to employer regarding "negatives." Is positive about doing work despite problem. Mentions handicaps within first two minutes of interview, stressing why they do not affect ability to do work.)

1. Could not handle problem questions at all; could not explain answers on job application.
2. Gave some answers, but wasn't too convincing.
3. Answered problem questions completely.
4. Answered problem questions and added a positive statement about being able to do the job despite the problem.

- III. Appropriate Appearance and Mannerisms (Is neat and clean, wearing clothes similar to those worn by people who do similar work. Maintains good eye contact and refrains from exhibiting distracting nervous mannerisms.)

1. Over- or underdressed, poor grooming, pompous or pushy, chewed gum, smoked, etc.
2. Better, but was not at ease, or had some distracting mannerisms.
3. Overall impression was favorable, appearance and behavior during interview o.k.
4. Outstanding in poise, confidence, and appearance.

IV. Enthusiasm for Work

(States sometime during interview that she wants to work or indicates desire to work by asking appropriate questions.)

1. Sounded unwilling to go to work.
2. Indifferent about going to work--would take a job but sets up certain conditions.
3. Willing to work, but not clearly enthusiastic.
4. Enthusiastic about getting the job, asks questions about the company and the job, states how anxious she is to start.

V. Opening & Closing (Walks in and out of interview situation briskly, has firm handshake, asks specific questions and uses a "call-back" closing.)

1. Drifts in, wanders out.
2. Gets in o.k., doesn't use any particular closing.
3. Enters briskly, offers hand, leaves it up to the interviewer to notify about decision.
4. Enters briskly, asks specific questions about the job and uses, in a natural way, the call-back closing.

TOTAL POINTS

Comments: _____

HOJAS DE TRABAJO PARA LOS EJERCICIOS 20-21

- 1) Lista de aspectos considerados en la entrevista (p. 210)



ENTREVISTADOR: ¿Qué ha hecho usted durante los últimos 10 años?

SOLICITANTE: Bueno, simplemente he sido ama de casa.

1) ASPECTOS DE LA ENTREVISTA

Comportamiento crítico
durante la entrevistaInstrucciones:
Marque del 1 al 4I. Habilidad para describir
sus capacidades

(Cita por lo menos tres razones para respaldar su interés en el empleo. Describe sus capacidades nombrando maquinaria que ha manejado utilizando la terminología correcta. Ofrece la información sobre sus capacidades al comienzo de la entrevista. Responde a preguntas ambiguas o agresivas rápidamente citando sus capacidades y habilidades.)

1. Le faltó mencionar algunas capacidades de trabajo.
2. Citó una o dos razones para respaldar su selección de empleo, pero no utilizó la terminología correcta y tuvo que ser asistido.
3. Hizo tres o más exposiciones sobre sus capacidades con la ayuda del entrevistador.
4. Hizo tres o más exposiciones de sus capacidades al principio de la entrevista, en respuesta a preguntas ambiguas.

II. Habilidad para contestar
preguntas problemáticas

(Explica respuestas que ha dado en la solicitud. Explica al empleador lo que parece "negativo". Es positivo sobre el trabajo a pesar del problema. Menciona sus defectos al principio de la entrevista, explicando por qué estos no afectan su desempeño.)

1. En ningún momento pudo contestar bien a preguntas problemáticas; no pudo explicar las respuestas dadas en la solicitud de empleo.
2. Dio algunas respuestas, pero no fueron demasiado convincentes.
3. Contestó completamente las preguntas problemáticas.
4. Contestó a las preguntas problemáticas y agregó una exposición positiva sobre su capacidad de hacer el trabajo a pesar del problema.

III. Aspecto y modales apropiados

(Es ordenada y limpia, se viste de manera similar a los que hacen ese tipo de trabajo. Mantiene buen contacto visual y se abstiene de exhibir comportamientos nerviosos que distraen.)

1. Demasiado bien vestida o mal vestida, descuidada, pomposa o agresiva, mascó chicle durante la entrevista, fumó, etc.
2. Mejor, pero no estaba tranquila, estaba bastante nerviosa.
3. Impresión general favorable, bien en su aspecto y comportamiento durante la entrevista.
4. Excelente comportamiento, confianza en sí mismo, y en el aspecto.

IV. Entusiasmo por el trabajo

(Indica durante la entrevista que desea trabajar o indica su deseo de trabajar al hacer las preguntas apropiadas).

1. Parecía no querer comenzar a trabajar.
2. Indiferente ante el trabajo--quería tomar el puesto pero bajo condiciones.
3. Deseaba trabajar, pero no demostró su entusiasmo claramente.
4. Era entusiasta sobre el trabajo, hizo preguntas sobre las empresa y sobre su puesto, indicó que estaba ansiosa de comenzar.

V. Principio y final

(Entra y sale de la entrevista con seguridad, da la mano con firmeza, indaga con precisión y al salir dice que volverá a llamar).

1. Entra sin interés y sale igualmente.
2. Entra bien, y al despedirse no dice nada en particular.
3. Entra con seguridad, ofrece la mano, deja en manos del entrevistador el aspecto de notificación de la decisión.
4. Entra con seguridad, hacer preguntas específicas sobre el puesto, y de manera natural dice que volverá a llamar para indagar sobre la decisión.

PUNTAJE TOTAL _____

COMENTARIOS: _____

VIII. ORGANIZING WORK AND HOME LIFE

WHAT ARE THE PRESSURES?

It is difficult for women who have been out of the work force a number of years building home and family responsibilities to find the time required to conduct an effective job campaign. When such women do actually get a job, they often find themselves working two forty-hour weeks -- one at the office and one at home. Quite often they also experience difficulty in keeping their home problems from intruding on their jobs. Pressures build up and soon they are neither working effectively nor getting along well with their families.

Working mothers with younger children can also suffer from a certain amount of guilt for being away from their children for long periods. Some of this guilt comes from their own unresolved doubts about whether it is good for young children to have a working mother. Some of it results from family or social pressures against mothers working. In order to overcome guilt feelings a woman often resolves to be "super woman."

The following are two lifestyles in which a woman is operating as "super woman." She can be a person who is a single head of household, with three young children to support. Working at a low-skilled job during the day, she attends vocational school at night hoping to be able to get a better job. Because she wants to be a good mother, she gets up at 5:00 every morning to make her children lunches. She also takes care of her aging mother, spending Saturdays and Sundays helping her clean her apartment and preparing meals for the week. Or a "super woman" can be one of those magical creatures who works eight hours, shops on the way home, makes wonderful dinners, continues to lead her daughter's girl scout troop, does all her own sewing, cleaning, irons her husband's shirts, exists beautifully on four hours sleep a night, is active in the PTA, and teaches Sunday School. Both these women are experiencing pressures from home, family, and social groups to prove that they can be "traditional" women and still work. In this way they prove that their work does not interfere with the home life. They pay a heavy price for taking on all those responsibilities. They really don't feel that they are doing anything well and, therefore, feel more guilt.

What you will be exploring with your students in this class session are alternatives to being the "super woman." Some of those alternatives involve simple changes in schedule, or dropping responsibilities that are not as crucial as a woman thought. Others involve learning to resolve guilt conflicts by looking at the actual effect work has on the women's personal lives, rather than accepting general stereotypes about working women.

For example, a working mother may be having some problems with her mother's belief that women with children should not work. If she is to avoid a great deal of guilt about her decision to work, she must overcome her tendency to accept other's values and begin to establish her own. In order to do this, she should take an objective look at the effects, both good and bad, that her work has on her family. Once she knows exactly why she is working, and how it affects her children, she can answer her mother's objections in a guilt-free manner.

Furthermore, knowing what changes a return to work will cause within her family structure, helps a woman avoid the super-woman syndrome. If she has made such a personal assessment her family will not be able to assume that she will continue to do the same jobs as before and add work to her other responsibilities. She may even discover, as many working women have, that by reorganizing their contributions to family needs and duties husbands and children learn to know, understand, and support each other. Her children become more independent and capable of performing more tasks.

Because the methods one woman uses to make her work and home life run smoothly may not work for another, you will not be providing information in this class session as much as asking questions which help your students consider their own alternatives. Your questions should be aimed at helping students share their problems and solutions. No matter how much sociological evidence you might produce to show that having a working mother does not harm children's development, there is always a different set of statistics or observations which prove the contrary. The only way for a woman to convince herself and her family that her work is a good thing is to prove that in terms of her family's situation and needs.



Role Models

If you know of women in the local community who have managed to combine work with family responsibilities, they can provide good role models at this point. Talk with likely prospects before the class, however, to make sure they are not "super women." Such women can make your students feel less capable of managing a job and a home because they know they do not have that kind of energy. You want role models who have realized that adjustments must be made in a person's lifestyle when she goes back to work, and who can talk about their own adjustments.

CLASS EXERCISES/DISCUSSION: ORGANIZING WORK AND HOME LIFE

Ask if anyone has had an interview since the last session. Discuss how she felt about it and if she used the follow-up approach suggested. Ask if they have been practicing their interviewing skills and ask how they're doing.

EXERCISES 22-24

EXERCISE 22: "How Can I Better Organize My Time?"

TIME/ACTIVITY

SUGGESTED APPROACH

Discussion/Role Models (15 minutes minimum)	Have a role model present a short statement (3-5 minutes) detailing the kinds of choices she has made to effectively balance her work and home life. Emphasize that she speak very personally. If the class is large, break students into small groups and ask them to share any problems they might be having with personal doubts or family concerns about their return to work. Emphasize solutions. Work as a group to help solve the problems.
Materials Required	None
Special Instructions	Instructors must move among the groups to help students work out solutions.

Handout/Discussion (10 minutes minimum)	Using the Family Needs Questionnaire, Worksheet at the end of Chapter II, have students discuss activities which they could curtail in order to devote more time to the job hunt, or the job. Encourage students to take the questionnaire home and fill it out with their family.
Materials Required	Copies of Family Needs Questionnaire and Activity Pie Chart.
Special Instructions	You might need to adapt the questionnaire to meet your students' personal situations.

EXERCISE 23: "What Effect Will or Does My
Working Have on My Family?"

TIME/ACTIVITY

SUGGESTED APPROACH

Handout/Discussion (10 minutes minimum)	Provide the Work Choice Balance Sheet found at the end of this chapter. Ask students to spend 5 minutes listing the positive and negative effects their work has on their family. Try to help them decide if the statements they have listed are their own beliefs, or those of their family. OR Discuss how they feel about going to work and how they can help themselves and their families adjust to their working in a more positive manner.
Materials Required	Work Choice Balance Sheet; Pencils.
Special Instructions	This is useful with any population.

Handout (overnight)	Provide the Work Choice Balance Sheet. Ask students to list the positive and negative effects their working has on their family and bring in the balance sheet at the next sessions. Ask them to try to identify which of the statements come from within themselves and which come from family beliefs. Discuss positive approaches they can take or have taken to cope with the negative effects.
Materials Required	Work Choice Balance Sheet; Pencils.
Special Instructions	This is useful with any population.

EXERCISE 24: "What Is It Like to Put My Work Responsibilities Before My Home Responsibilities?"

This final exercise requires a good deal of organization, but it also provides an excellent opportunity for your students to have a real learning experience. If you wanted to have a one-day job-finding workshop, you could advertise this exercise as the basis to the workshop. Ideally, child care should not be provided, but you might consider making some child care arrangements, particularly if you live in an area where there are very few facilities.

TIME/ACTIVITY

SUGGESTED APPROACH

Exercise (9 hours -- this is an exact time limit.)	Explain to your students that they are going to be at work starting at 8:00 AM on the day of the class. They will work from 8:00 AM to 5:00 PM. They have a business lunch which they cannot break. Their assignment is to arrange their household so that these nine hours can be devoted to work. During the time that you are together you can have a job-finding workshop, or cover the topics suggested in the following chapter if your class has been meeting regularly. The point is that they do not respond to any family situations during this time period. Before the class, think of some family crisis situations that could happen: a child becomes ill, a car breaks down, an out-of-town relative arrives. What do they do? They absolutely cannot leave work. At the end of the day, ask them how they felt. Have them discuss the day with their families. Do they have a realistic attitude toward work?
Materials Required	A room for 9 hours, a telephone.
Special Instructions	This approach works best with 2 instructors. You can also break it into two four-hour meetings. This approach is most useful to students who have not worked in many years, or are going to work for the first time.

WORKSHEET FOR EXERCISES 22-24

This section contains the following worksheet:

Work Choice Balance Sheet (page 222)

WORK CHOICE BALANCE SHEET

- 1) Write down the good and bad effects your work could have on your family.
- 2) Put a check by those which you feel are not your opinions but those of your family.
- 3) Do the positive effects outweigh the negative effects for you?
- 4) Are most of your problems in actually taking a job yours or those of your family? What can you do about them?
- 5) Star the most difficult problem you describe.

Good	Bad
(Example) I will make money and supplement my family's income.	(Example) I will be away from my infant 8 hours a day.

HOJAS DE TRABAJO PARA LOS EJERCICIOS 22-24

- 1) Balance de la selección de empleo (p. 224)

1) BALANCE DE LA SELECCIÓN DE EMPLEO

1. Anote el impacto, tanto positivo como negativo, que su empleo podría tener sobre su familia.
2. Marque todos los puntos que no son una opinión propia sino de un familiar.
3. En cuanto a usted misma se refiere, ¿los efectos positivos son de mayor valor que los negativos?
4. ¿La mayoría de los problemas relacionados con tomar el empleo son suyos o de su familia? ¿Cómo puede solucionarlos?
5. Marque con una estrellita el problema que mayor dificultad tiene.

Bueno	Malo
(Ejemplo) Ganaré dinero y aumentaré los ingresos de mi familia.	(Ejemplo) Estaré separada de mi niño chico durante 8 horas del día.

IX. THE CREATIVE JOB HUNT



A JOB-HUNT ON THE GO!

OTHER APPROACHES TO GETTING THE JOB

The preceding chapters have given you the traditional, basic approach to finding a job. The job hunter decides what kind of work she wants, adjusts her choice to the current employment market, puts out applications and resumes with the appropriate offices, and tries to get interviews. Unfortunately, having done these things most job seekers sit back and wait. When requests for interviews do not flood their desks, they conclude that they are doomed to chronic unemployment. A common statement made by individuals in this situation is that the only people being hired are people who "know" somebody. This may well be true, but there are a variety of creative approaches a person can use to become "known," and in the process, get a job.

Civic Activities

There are people who got their jobs because they worked on the campaign of an elected official. Other people have been hired because they attended City or County Government meetings and spoke up about specific problems they saw in the community. One can sometimes meet people in power who hire job applicants by joining civic improvement groups, such as a neighborhood association or the Red Cross.

In the process of making public relations contacts or putting on workshops for such organizations, a person meets a variety of community leaders.

Not only is it possible to meet the right people by being involved in civic matters, it is possible to show a positive attitude or talent in a non-threatening way. For example, consider the following two situations.

Leonora is new to an area and is having a difficult time getting a job. Finally, she decides to go straight to the top -- she makes an appointment to speak with the mayor. In the process of telling him her sad tale of unemployment, she makes a few unfortunate comments about the town not being responsive to strangers and the unwillingness of the personnel people to help her. The mayor listens politely and accepts her resume. Thanking her for coming to see him, he notes that it is difficult for the long-time residents to find employment too. She never hears from him, and he feels that he has met another new-comer who is not interested in the needs of the community.

* * * * *

Lucille takes a different approach. Arriving in town, she puts out resumes and applications. Upon discovering how difficult it is to get employment, she starts to attend a variety of town meetings. In doing so, she discovers that the city government and a couple of federal social service agencies are having a difficult time working together. She talks to people, researches the problems, and at the next city council meeting stands up and offers some helpful comments

on methods for solving the problem. The mayor asks her to meet with him to discuss the problem further. After a series of meetings, she mentions that she is looking for work. Soon she is hired in the city planning office on the mayor's recommendation.

Lucille has to work harder than Lenora to get her job, and it takes her a few months, or even a year, but ultimately she gets a job she likes. Lenora meanwhile is probably sitting home feeling bitter that no one but the mayor's friends ever get hired in town.

Volunteering

Much work with civic organizations and on political campaigns is voluntary, but it is also possible to do volunteer work for private industry or governmental agencies. A person who has done a good job as a volunteer can often have an edge on other, outside applicants should a paid position become available.

Getting a volunteer's position with a specific firm or agency can sometimes be difficult. This is because a supervisor may have already been disappointed by a volunteer who did not have a positive attitude. Volunteers are often considered

unreliable. The person using this approach to find paid employment has to be as reliable as a regular employee.

In order to be accepted as a volunteer, the job-seeker is best advised to research the firm in which she is interested first. Then she should see the supervisor with a specific task in mind. If the kind of volunteer work in which she is interested is not possible, she can talk with the supervisor to work out other possibilities related to her interests. Follow-up is extremely important in convincing a supervisor that a person is seriously interested in volunteer work.

Once a volunteer has established herself as a reliable, good worker, she can then tell the supervisor that she is seeking paid work. If she has done a good volunteering job, she should have a better chance of getting a suitable job when one is open.

Job Proposals

Both volunteering and engaging in civic activities can provide the serious job seeker with ideas for work that isn't being done and should be.

Does the mayor's office need to do more public relations work? Do senior citizens need free, emergency transportation? Can a local department store provide better service with the addition of a telephone shopping service? The alert job-applicant will see these needs and propose a method to the people in power for solving them. Important to the method is a statement of the job to be done and the person to do it, this statement is called a "job proposal."

A job proposal takes time and research. The more that is known about a company or agency, the better. An understanding of the budget for the organization is quite helpful. This information is often available through newspaper articles, yearly reports, or the Chamber of Commerce. With such information a realistic job proposal can be developed.

A job proposal should contain the following elements:

- What is needed.
- How can the need be filled by the addition of an employee.
- Why the applicant is qualified to do such work.

A woman takes her job proposal to the president of the company or agency director. If this person is not available, she asks to see the next in line. Job proposals are not mailed; they are presented in person. An interview to present such a proposal should be taken as seriously as any other employment interview. There is, however, one basic difference: the roles are reversed. The job applicant is in control of the job. She has defined it; she knows how it is to be done. Because the job applicant has this power, she can present herself with a self-confidence she might not have in a regular employment interview.

Even if the job proposal is not ultimately accepted the job-seeker has furthered her job hunt. She has had a personal meeting with an individual responsible for hiring; she has let that individual know that she is looking for work; and she has probably interested and impressed that individual with her resourcefulness. She now is "known." An added benefit she can gain even if her proposal is turned down, is to find out from the employer about other organizations where her talents might be useful.

Becoming "known" is only half the creative job hunt. A difficult job market can demand flexibility from the serious job seeker about the types of employment she will consider. A person may have determined that she needs a steady income, at a specific level, in a certain kind of job. But, after researching the employment situation, she knows that such a job only opens once every two or three years in her community. In the meantime, she must still make a living. And, even if she is looking for work for reasons which are not economic, she does not want to stay completely out of the work force another two years while her skills get even rustier.

At this point most people come up with another half-truth of the unemployed: Those Who Get Jobs Already Have Jobs. Rather than letting this problem send the unemployed individual back home in another month-long state of despair, the job-seeker should use it to provide another clue to the creative job hunt. Why not find temporary work which can provide job leads, but not tie the person into a permanent employment situation she finds unchallenging?

There are two common blocks which prevent most women from taking temporary work while waiting for the right job to become available. Both these blocks stem from an ignorance of career planning. First, women more than men tend to hold out for the "right" job. While a man might start at a lesser skilled job, hoping to work his way into the career position he wants, a woman will try to wait for the job to appear. She has not had enough experience with the working world to know that starting at the bottom is often necessary.

Second, women tend to zero in on one kind of job and see that job as their life's work. If they cannot find that kind of job, then they remain out of work. Men, on the other hand, will change career paths much more readily. Often they see a job as a way to broaden their career choices. Because their choice of occupations has traditionally been limited, women are ignorant of the types of work that exist and of their abilities to perform in a broad range of careers. Temporary work can provide women with experience in a wide variety of career situations and get them over these blocks.

Consulting is one possible solution to the unemployment problem. A consultant is a person

who hires herself out for short periods to provide specific services to an organization. A company might hire a consultant to write a training manual that will take two months. A governmental agency might use a consultant to plan a one-time workshop or meeting. The individual who does a job proposal will often be offered a short-term position as a consultant to prove that her proposal is good. In fact, most consultant jobs are created by individuals who see a need, or offer a service not seen before in the organization. Looking for consultant jobs is an excellent way to research the employment situation in a community because the search requires meeting many different people.

A consultant is basically a person running a private business. Other short-term private businesses can be developed by job-seekers. For example, a group of women could form a cooperative house-cleaning service, or provide lunches to employees who have to stay at their desks during the lunch hour. A person with musical background could offer singing lessons. The possibilities are endless. The point is to come up with a kind of job that provides community contact and that you can drop easily.

Finally, women who are seeking full-time work can consider options while waiting for the full-time position to materialize. Seasonal work, part-time positions, or sharing a full-time job with another person sometimes offer more realistic job opportunities than full-time work. These opportunities can often be created with the use of a job proposal. An employer may not be able to take on a new person full time, but a part-time position might be possible. A person doing civic work in hopes of getting a specific kind of job, can work part time at a position which is not as self-fulfilling and still have time to continue the civic activities.

A creative job hunt and a traditional approach can and should be done together. A job seeker has wasted her time if she has worked as a volunteer for an agency for a year, convinced the boss that she is worthy of hiring, but neglected to file an application with the personnel office. No matter how much the boss may want to hire her for this week's job opening, he or she may not be able to unless her application has been on file for a month. It is usually not enough to do only one or the other kind of activity.

The class sessions developed in this chapter are aimed at helping your students make some long-range plans for carrying on a job campaign based not just on getting a job next month, but on ultimately having a career they enjoy.

CLASS EXERCISES/DISCUSSION: -- THE CREATIVE JOB HUNT

EXERCISES 25-27

EXERCISE 25: "What More Can I Do
to Find a Job?"

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion (15 minutes minimum)	Using the background information, ask if students have considered volunteering, civic work, job proposals, or short-term, self-created jobs. If they haven't, ask why they haven't. Work as a class, or in small groups, to help individuals come up with solutions.
Materials Required	None
Special Instructions	This approach would not work well with populations which are seeking immediate work for very pressing economic reasons.

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion/Hand-out (30 minutes minimum)	Go over creative job-hunt activities. Discuss time involved in doing these things. Ask if students have spent 20 hours a week for the past month looking for work. Discuss the reasons they haven't. Hand out the Job-Hunt Worksheet found at the end of this chapter.
Small Group Work	Using the Worksheet, have students work in groups of three to chart next week's job search.
Materials Required	Copies of Job-Hunt Worksheet.
Special Instructions	This approach works best with populations which are seeking immediate jobs for pressing economic reasons. It requires a 20-hour-per-week job hunt. You may have students whose home and economic situation seems to preclude being out of the house that much. Two points are important to make here. 1) One does not always have to be out of the house to be looking for work. 2) They have probably met in the class, or know someone, who is also in their situation. Maybe they could arrange to trade baby-sitting for each other ten hours a week and solve both their problems.

EXERCISE 26: "How Do I Break
into the Hidden Job Market?"

The better paying jobs are rarely advertised through the established agencies and news media. Rather they are filled by friends, relatives or individuals already employed in the system. This is called the "Hidden Job Market" or the "Old Boy Network." Getting into this market takes creativity and stick-to-it-tiveness.

TIME/ACTIVITY	SUGGESTED APPROACH
Discussion/ Between sessions (20 minutes minimum)	Have students identify a definite job category and set up an interview with an individual now filling this job. Questions to be asked . . . --What do you like about your job? --What don't you like about this job? --How did you get into this job? --What other businesses have similar positions? --I would like to interview these people. May I use your name as a person who suggested that I interview them? --I would like to leave my resume in case you hear of an opening in this field. I will call you in two weeks and check for ideas or information you may have at that time. By the time students have made several interviews they will begin to get the same names of individuals in similar jobs repeated in the interviews. When this happens they will know that they have penetrated the hidden job market.
Materials Required	Numerous copies of one's resume.
Special Instructions	This approach works best with students who know what jobs they want, and have time to wait for those jobs.

EXERCISE 27: "What Job Do I Want to Have
Five Years from Now? What Can I Do Now to Get It?"

TIME/ACTIVITY

SUGGESTED APPROACH

Handout Discussion (10 minutes minimum)	Provide the Job Goals Statement found at the end of this chapter. Discuss the need to plan for the "perfect" job. Encourage students to begin that planning today by setting these goals and striving to meet them.
Materials Required	Job Goals Statement.
Special Instructions	This approach would work with a general population.

Handout Discussion (30 minutes minimum)	Provide the Job Goals Statement. Ask students to fill it out. Work with individuals who need help and encourage students to work together in small groups. Ask for students to share their responses to the form.
Materials Required	Job Goals Statement.
Special Instructions	This approach would work with a general population.

WORKSHEETS FOR EXERCISES 25-26

This section contains the following worksheets:

- 1.) Job-Hunt Worksheet Sample (page 240)
- 2.) Job Goals Statement (page 241)

1) JOB-HUNT WORKSHEET (SAMPLE)March 15-21

Monday:	Telephoned 2 companies and got 1 information interview for Thursday. Read classified ads in newspaper. Read business section of newspaper.	2 hours
Tuesday:	Attended evening neighborhood council meeting. (Mother took care of kids.)	4 hours
Wednesday:	Looked over notes of council meeting. Telephoned Director of Local Neighborhood Association to discuss his comments at the council meeting. Joined association by mail. Provided volunteer services to church group.	4 hours
Thursday:	Went to information interview. Wrote follow-up letters on two information interviews of last week. Read information on local, skilled trades training program.	4 hours
Friday:	Read materials from Thursday's information interview. Filled out application to the firm.	2-1/2 hours
Saturday:	Attended workshop on assertiveness for women.	3 hours
Sunday:	Read classified ads.	1/2 hour

2) JOB GOALS STATEMENT

In 5 years I hope to be working as a _____.
To reach this goal I should accomplish the following in
the next 5 years:

Next week I will _____

Next month I will _____

In six months I will _____

In one year I will _____

In two years I will _____

In three years I will _____

In four years I will _____

HOJAS DE TRABAJO PARA LOS EJERCICIOS 25-26

- 1) Modelo para clasificar actividades de la búsqueda de trabajo (p. 244)
- 2) Exposición de objetivos (p. 245)

1) MODELO PARA CLASIFICAR ACTIVIDADES DE LA
BÚSQUEDA DE TRABAJO

15 al 21 de marzo

Lunes:	Llamé por teléfono a dos empresas y una me citó para una entrevista informativa el jueves. Leí los anuncios clasificados en la prensa. Leí la sección de negocios del diario.	2 horas
Martes:	Asistí a la reunión de la Junta de Vecinos. (Mamá se quedó con los chicos).	4 horas
Miércoles:	Repasé las notas sobre la reunión de anoche. Llame al Director de la Asociación Local de Vecinos para hablar sobre sus comentarios durante la reunión. Me inscribí a la Asociación por correo. Presté mis servicios de voluntariado a la iglesia.	4 horas
Jueves:	Asistí a la entrevista informativa. Escribí cartas de seguimiento sobre dos entrevistas informativas que tuve la semana pasada. Leí información sobre un programa local de capacitación en oficios especializados.	4 horas
Viernes:	Leí lo que me entregaron en la entrevista informativa del jueves. Llené la solicitud de empleo para esa empresa.	2 1/2 horas
Sábado:	Asistí a un taller de trabajo sobre la concientización de las mujeres.	3 horas
Domingo:	Leí los anuncios clasificados	1/2 hora

2) EXPOSICIÓN DE OBJETIVOS

En 5 años espero estar trabajando como _____.

Para lograr esta meta, debo cumplir con lo siguiente durante los próximos cinco años:

La semana entrante _____

El mes entrante _____

En seis meses _____

En un año _____

En dos años _____

En tres años _____

En cuatro años _____

X. SPECIAL PROBLEMS OR INTERESTS

Throughout this manual the importance of seeing paid work as one aspect of a person's total lifestyle has been stressed. As you have taught your class students have undoubtedly raised problems or questions about areas not directly related to finding a job. Sometimes these questions relate to "survival" skills: "How can I feed my family better on a limited income?" "Where can I find cheap clothing suitable for job interviews?" "Is there any way to adjust my family budget so that I can afford a personal car?"

You may find students who are unsure about their abilities at handling inter-personal relationships, both in seeking work and in actually working. Or, they may be worried about their ability to keep a job once they get it. Likely questions from these students include: "How do I know when I'm being too pushy with job interviewers?" "What do I do if I don't like the people I work with?" "Will I be able to handle sexual advances from potential or actual employers?"

Finally, some of your students may be taking this course to find a better job or move up in the job they

have. These students are concerned with learning to use the personnel system under which they work to get training and/or promotions, and with finding other related work with more opportunity for promotion.

Obviously, you cannot be a nutritional and financial planning expert, a group dynamics expert, and knowledgeable about all the upward mobility programs in your state. Nor is it within the scope of this job-finding guide to discuss these issues in depth. Therefore, the following short discussions are meant to give you an over-view of the issues so that, if the need arises, you can find resource people to help you solve students' problems.

Survival Questions

When you consider that one of the major responsibilities of women with families is planning meals, buying clothes, and paying monthly bills, it is surprising how few homemakers have received any training in these skills. Much general knowledge is passed on from mothers or aunts and is often based on tradition rather than economy. Many women in your classes who took home economics in high school, took it before issues such as balancing the family budget were taught. Yet, if women

learned to systematically look at their budgets, they might be able to lower their minimum salary requirement and thus broaden their job hunt, or they might save enough to afford a car or bus fares and increase their mobility. For women in isolated, rural areas, where unemployment is almost a fact of life, learning to better budget the money they have can relieve some of the economic pressures which make it difficult for them to wait for an employment opportunity in their area.

If you have students who want to improve their survival skills, you can organize a class or section of your workshop around the following topics:

● Nutritional Information:

"How can I lower my food bills and still provide good meals for my family?"

"Canning and Freezing - Does it pay?"

"Raising my own meat - Is it worth it?"

"Planning a cheap diet and exercise program."

● Budgeting:

"How do I rate as a money manager?"

"How much credit can I afford?"

"A simple approach to organizing my budget."

● Clothing Expenses:

"Sew it yourself - Does this save money?"

"What to look for in buying ready-made clothes."

Resource People*: Cooperative Extension Office
 College or University
 Home Economics Department
 State Retail Association
 Consumer Protection Agency

*Caution: Talk with your resource people beforehand to make sure they understand your population. You don't want to bring in a nutrition "expert" who is going to talk about white, middle-class foods on the Navajo reservation.

How to Build a Good Job Record

For women who have not worked outside the home in recent years, dealing with strangers in a job hunt can be an unnerving experience. Also, this lack of work experience can often lead to problems on the job. The initial mistake many women in this situation make is in personalizing the systems with which they must deal.

For example, a woman goes to the personnel office of a local department store seeking secretarial work. She is told by a receptionist that her application will be taken and referred to appropriate departments within the store as vacancies arise. She returns several times, meeting the same receptionist, and is repeatedly told that there are no appropriate openings for her. Rather than

figuring out a way around the receptionist and thus breaking through the system, she gives up and goes home thinking that the receptionist just doesn't like her and that's why she cannot get a job there. She is convinced there is something wrong with her as a person, rather than realizing that the problem is really with the system.

It is possible for such a woman to experience a similar kind of problem on the job. Wanting to be liked as a person, and to like all the people she works with, she finds one or two co-workers with whom it is difficult to be friendly. Since her home responsibilities have required close personal relationships, she feels that she has failed in her work because she could not establish similar relationships at work. She needs some help in understanding the difference between friendships and work relationships.

Quite often women who see their work as another opportunity to form friendships end up in difficult office power struggles. They may take sides in personality conflicts which are really not their business, or become the center of a controversy themselves. There are three simple rules of office

protocol which can often nip these problems in the bud. You might want to go over them with students:

- 1) Be open, honest and direct about how you feel in the office.
- 2) If you have a problem with a co-worker or supervisor, go to that person, not to a third person, with the problem.
- 3) Always phrase the problem in terms of yourself, not others. Say "I feel," "My problem is," rather than "You did not," or "She never."

Lastly, women may sometimes have problems with male co-workers making sexual advances. This becomes a very difficult problem when the man is a supervisor or in a position of authority. Here again women can benefit from a discussion of the difference between being liked as a person and respected as a worker. If they can learn to build relationships based on work they do rather than personal friendships, they can sometimes avoid misunderstandings with male co-workers. Some practice sessions with other women in the class based on handling a sexual advance in a non-explosive manner can be quite helpful.

If you have students who want to improve their ability at inter-personal relationships, you can

organize a class or section of your workshop around the following topics:

"How Can I Keep Personalities Out of My Job Hunt?"

"What Is the Difference Between a Work Relationship and a Social Relationship?"

"What Do I Do If My Boss Makes a Pass at Me?"

You may find that many of your students have taken your class because they have not been able to keep a job once they have been hired. Sometimes the problem stems from an ignorance of what they like to do or can do. But often it occurs because women seeking re-entry to the work force after a long break suffer from one of the basic problems of the hard-core unemployed: they do not know how to keep a job once they get it. Not having had enough work experience to know what employers expect of them, they often fail to meet responsibilities expected of all employees.

Generally speaking, most new employees have a three to six month honeymoon during which they are allowed time to learn the job. This honeymoon gives the employee and the employer time to get to know each other and determine if they will work well together. For someone with limited work experience, the honeymoon can be deceptive. It is

also a probationary period during which many first impressions are made. First impressions often mean the difference between an employee keeping a position, getting a merit raise, or a promotion. A bad or good first impression can often follow an employee for years.

The following are some points for your students to keep in mind in order to make a good first impression and keep a job once they have it:

1. Be on time and dressed appropriately.
2. Ask what the vacation and sick leave policies are and live by them.
3. Take time to learn your job and don't be afraid to ask questions.
4. Keep a low profile; i.e., don't try to change the whole system in six months.
5. Make a point of developing a good working relationship with your boss. Specifically, make a point of asking often if you are doing the job assigned you to his or her satisfaction, and if you aren't, what you should do to improve.

If you have students who want to improve their ability to keep a job, you can organize a class or section of your workshop around the following topics:

"What Do I Do at the Beginning of a New Job?"

"How Can I Build a Good Job Record?"

"How Can I Make Sure I'm Doing the Job I Was Hired to Do?"

Resource People: Local Personnel Administrators
for agencies or firms
Local Supervisory Staff for
agencies or firms
Local Counselors (particularly
those who have worked with
women in need of assertive-
ness training)

Moving Around and Up the Job Ladder

Some women will take a job finding techniques course in order to get a better job than the one they presently have. They may have worked in the same position for a number of years without getting promoted, or they might be interested in changing careers altogether. Many women, no matter what their educational level or work aspirations, tend to take the first job that comes along, never considering its growth potential and never bothering to learn anything about promotional patterns in the company even after going to work. This happens

because women have been trained to see paid work as basically a short term proposition sandwiched in between raising a family. They are simply not trained to look at a job in terms of long range planning.

You can help students begin to plan their careers by developing a workshop on understanding personnel systems and using upward and lateral mobility programs that exist in the companies or agencies for which they work. Most personnel systems include provisions for promotions, transfers, and raises. Lateral and upward mobility programs are often built into these systems. These are programs which allow a person to join a company at an entry level position and work gradually up into more skilled jobs, or change from one kind of work to another. These mobility programs are usually part of a company's Affirmative Action Plan, the plan by which women and minorities in particular are assured an equal chance at promotion and training. Understanding such systems can mean better pay and more responsible work no matter what kind of career your students have. This knowledge is equally important to factory workers, clerical employees, sales people and professional women.

If you have students who want to feel more secure in their work, change jobs, or move up to positions of more responsibility, you can organize a class or section of your workshop around the following topics:

- "What Does the Personnel Office Do for Employees?"
- "What Are Career Ladders, and How Do I Climb Them?"
- "What Is an Affirmative Action Plan? How Can I Make My Company's Plan Work for Me?"

Resource People: Staff Development and Training
 Personnel from local companies
 Local Federally Employed Women's Chapter
 EEOC
 State Human Rights Office
 Commission on the Status of Women

Organizing a Workshop or Class on These Topics

To adequately cover any of the above topics you will require at least two or three resource people who are specialists in their fields. It is best in planning for this workshop or class session to have a meeting of the resource people before the actual class. At this planning meeting each person should get a clear idea of the topic he or she will be covering.

If the topics are closely related you might ask them to do a panel presentation, leaving time for class questions. If you and the panel can think of some role-playing situations or other group work that the class can do it will help you get better participation by your students.

APPENDICES

This section contains the following appendices:

- A) Model Class Plans (page 260)
- B) Myths About Why Women Work (page 266)
- C) Financial Aid (page 269)
- D) Major Federal Laws Prohibiting
Discrimination in Employment (page 273)
- E) Glossary: English-Spanish, Spanish-English
(page 274)

APPENDIX A: MODEL CLASS PLANS

MODEL CLASS: ONE DAY WORKSHOP

Before the Class: Complete the Employment Situation Survey (allowing two weeks); arrange for facilities and child care; publicize (include in publicity a request that students dress as though they are going to a job interview and bring resumes or lists of their experiences).

Class Outline: Six-Hour Meeting Organized in 1-1/2-Hour Segments.

Topic: "Why Aren't You Working?"

Class Exercises:

<u>Maximum time</u>	<u>Exercise # and Approach</u>
30 minutes	1. "Why Aren't You Working?" Approach based on personal discussion.
20 minutes	6. Getting Ready to Find a Job. Approach based on small group work.
40 minutes	8. "What Kind of Work Do I Want or Am I Able to Do?" Approach based on small group work and Self-Evaluation form.
15 minutes	Break. Work with individual students.

Topic: "Who Hires Who to Do What in Our Area?"

40 minutes	9. "What Are the Jobs in My Community?" Approach based on role-playing Information Interviews.
30 minutes	10. Completing the Circle: Balancing My Job Wants with What Is Available in My Community. Bring in role model.
60 minutes	Break for lunch.

Topic: "What Can I Do to Get
a Job Interview?"

- | | |
|------------|---|
| 30 minutes | 13. Develop a Personal Re-
sume. Use group work
approach. |
| 30 minutes | 14. "How Do I Make Personnel
Systems Work for Me?"
Bring in resource people. |
| 20 minutes | 15. Filling Applications: You
Don't Catch a Fish If Your
Hook Isn't in the Water.
Approach based on group
work. |
| 10 minutes | Break. Work with individ-
ual students. |

Topic: "How Do I Give a Better
Interview than I Get?"

- | | |
|------------|---|
| 10 minutes | 18. "How Do I Prepare for an
Interview?" Approach
based on short discussions. |
| 10 minutes | 19. "What Are My Civil Rights?"
<u>Alternate Approach:</u> Simply
provide handout for stu-
dents to read at a later
time. |
| 60 minutes | 20. "How Do I Give a Better
Interview than I Get?"
Approach using role playing
with class participants. |
| 10 minutes | 21. "What Do I Do After the
Interview?" |

MODEL CLASS: TWO MEETINGS

Before the Class: Complete the Employment Situation
Survey (allowing two weeks); arrange
for facilities and child care;
publicize.

Class Outline: Two Saturday Morning Meetings of Two
Hours.

Topic: "How Does My Career Choice
Relate to the Job Market?"

Class Exercises:

<u>Maximum Time</u>	<u>Exercise # and Approach</u>
25 minutes	1. "Why Aren't You Working?" Approach based on written statement.
20 minutes	3. "What Are My Job Skills?" Approach based on skills box.
25 minutes	8. "What Kind of Work Do I Want or Am I Able to Do?" Approach based on blue sky exercise.
40 minutes	9. "What Are the Jobs in My Community?" Approach based on doing actual Information Interviews.

Assignments:

Bring in a Skills Box.
Do Three Information Interviews. Wear appropriate clothes for a job interview.

Topic: "How Can I Get the
Job I Want?"

15 minutes	10. Completing the Circle: Balancing My Job Wants with What Is Available in the Community.
30 minutes	13. Develop a Personal Resume. Approach utilizing group work and skills box.
10 minutes	15. Filing Applications: You Don't Catch a Fish If Your Hook Isn't in the Water. Approach utilizing assignment of one new job application.
10 minutes	18. "How Do I Prepare for an Interview?" Approach utilizing short discussions.

20 minutes

19. "What Are My Civil Rights?"

35 minutes

20. "How Do I Give a Better Interview than I Get?"
Approach using role play with outside resource person.

MODEL CLASS*: SIX MEETINGS

Before the Class: Arrange for facilities and child care; publicize; make appointments with local employers to set up the second class meeting.

Class Outline: Five meetings of one hour each; one meeting of three hours.

Topic: "Why Is It Hard to Find a Job?"

Class Exercises:Maximum Time

15 minutes

1. "Why Aren't You Working?"
Approach based on general, non-personal discussion.

15 minutes

6. "Getting Ready to Find a Job." Approach based on Family Needs Statement.

30 minutes

8. "What Kind of Work Do I Want or Am I Able to Do?"
Approach based on self-evaluation forms.

Assignments: Family Needs Questionnaire. [The next class will last three hours.]

***NOTE:** This suggestion offers a way for instructors to use their students in doing the Employment Situation Survey.

Topic: "Where Do People Work In
My Community?"

2 hours

9. "What Are the Jobs in My Community?" Use approach requiring taking students to various places of employment. Have students fill out local section of Employer Information Sheet.

1 hour

9. "What Are the Jobs in My Community?" Use approach requiring doing Information Interviews.

Assignment: Do Information Interviews.

Topic: "What Kind of On-the-Job Training
Can I Get in or Near My Community?"

1 hour

11. "Do I Need Training to Get the Job I Want?"
Alternate Approach: Use the suggested approach, but bring in resource people to talk about available vocational training programs.

Topic: "How Do People Get Jobs in
My Community?"

45 minutes

15. Filing Applications: You Don't Catch a Fish If Your Hook Isn't in the Water. Approach based on filing at least one new application.

15 minutes

16. "How Do I Keep Track of All My Contacts?"

Assignments: Fill out Information Form and file a new application. Read Civil Rights handout. Bring Information Form to next class. Dress for interview.

Topic: "How Do I Improve My Chances
of Getting Job Interviews?
How Can I Do Better During Job Interviews?"

20 minutes

17. "How Do I Do Better on
Pre-Employment Tests?"
Approach asking students
to gather materials.

40 minutes

20. "How Do I Give a Better
Interview than I Get?"
Use students in role-
playing situations.

Assignments: Students collect
sample tests and bring
them to next class.

Topic: "What Do I Do to Organize
My Work and Home Life?"

30 minutes

22. "How Can I Better Organize
My Time?" Approach using
role model.

20 minutes

23. "What Effect Will or Does
My Working Have on My
Family?" Discussion
approach.

Women don't work as long or as regularly as their male coworkers; their training is costly--and largely wasted.

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.

There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

APPENDIX B: MYTHS ABOUT WHY WOMEN WORK

The Myth

A woman's place is in the home.

Women aren't seriously attached to the labor force; they work only for extra pocket money.

Women are out ill more than male workers; they cost the company more.

The Reality

Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home.

Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than \$3,000 a year. Another 4.7 million had husbands with incomes between \$3,000 and \$7,000.^{1/}

A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.

^{1/} The Bureau of Labor Statistics estimate for a low standard of living for an urban family of four was \$7,386 in autumn 1972. This estimate is for a family consisting of an employed husband aged 38, a wife not employed outside the home, an 8-year-old girl, and a 13-year-old boy.

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.

The employment of mothers leads to juvenile delinquency.

Men don't like to work for women supervisors.

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

APPENDIX C: FINANCIAL AID

EDUCATIONAL FINANCIAL AID SOURCES FOR WOMEN: Prepared as a Service of the Clairol Loving Care Scholarship Program

Since the establishment of the Clairol Loving Care Scholarship for Women 30 and older, we have become increasingly aware of the particular financial situation faced by the "older woman" student when she decides to return to school. There are a limited number of scholarships for "women only" but not all women qualify for them. Some are restricted to graduate studies, to specific fields, to certain geographic regions and schools or to full time students only. Listed below is a survey of the major organizations that are sources of financial aid for women seeking to further their education.

Other sources of information are financial aid offices at colleges, counseling centers at local high schools, the Chamber of Commerce, trade unions, professional organizations such as the Bar Association and the American Medical Association, service clubs, churches and women's resource centers/action groups.

ALTRUSA INTERNATIONAL FOUNDATION--Provides awards to "women only" for training or retraining to qualify for employment. Emphasis on vocational education, such as nursing, x-ray technology and bookkeeping, rather than a college degree. Stipends usually average \$350 per year. Contact: Chairman, Founders Fund Vocation Aid Committee, Altrusa International Foundation, Inc., 332 South Michigan Avenue, Chicago, Illinois 60604.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN--Awards dissertation fellowships to women who have completed all course work and qualifying examinations in a doctoral program. Also offers graduate fellowships to foreign women planning to return to their native country to pursue a career. Contact: Director, AAUW Fellowships Program, 2401 Virginia Avenue, NW, Washington, DC 20037.

BUSINESS AND PROFESSIONAL WOMEN'S FOUNDATION--Awards career advancement scholarships to adult women who need further training or education to begin a career or to improve professional opportunities. Scholarships are offered based on financial need to women 25 and over who are returning after a break in their education. Scholarships usually average \$350. Graduate fellowships are also available for doctoral candidates. Contact: Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington D.C. 20036.

CARNEGIE-MELLON MID-CAREER WOMEN'S FELLOWSHIP PROGRAM--A grant of over \$200,000 has been given to the Graduate School of Public Affairs at the University of Pittsburgh, earmarked for women between 30 and 50 who want to pursue graduate studies at the master or doctoral level in either the department of urban affairs or public administration. Fellowships are awarded, based on need, for full- or part-time study. Contact: Admissions officer, Graduate School of Public and International Affairs, Bruce Hall, Room 202, University of Pittsburgh, Pittsburgh, Pennsylvania 15213.

CLAIROL LOVING CARE SCHOLARSHIP PROGRAM--The \$50,000 Clairol Program is the only nation-wide company-sponsored fund for women 30 and older who are continuing post-secondary educations to achieve career goals. Scholarships up to \$1,000 are available for full or part-time study in vocational schools, undergraduate college degree programs, or graduate work at the Master's or professional level. An application form which covers application for both the Loving Care and BPW Career Advancement Scholarships may be obtained from the Business and Professional Women's Foundation. (Address listed above.)

THE DANFORTH FOUNDATION--Offers a national graduate fellowship program to women with undergraduate degrees who want to pursue full-or part-time graduate study leading to a career in secondary or college teaching or administration. Qualified applicants must be women whose education and/or teaching career has been interrupted for three continuous years for any reason. Preference is given to women who will complete their study program by the age of 50. Grants may be up to \$2450 per year plus dependency allowances for children and required tuition and fees. Contact: Director, Graduate Fellowships for Women, Danforth Foundation, 222 South Central Avenue, St. Louis, Missouri 63105.

THE DIUGUID (PRONOUNCED "DO-GOOD") FELLOWSHIP PROGRAM--Administered by the Council of Southern Universities, this program makes funds available to "mature women" (although any woman over 21 may apply) for one year of retraining or study in a program of formal study, internship or independent effort. Study need not lead directly to a graduate or undergraduate degree, but must directly benefit pursuit of a significant career. Special consideration is given to women whose career and professional goals have been deferred because of marriage, children, etc. Grants range from \$3,000 to \$6,000. Applicants must live and attend school in the South. Contact: Executive Director, Council of Southern Universities, Inc., 795 Peachtree Street, NE, Suite 484, Atlanta, Georgia 30308.

GENERAL FEDERATION OF WOMEN'S CLUBS--In the past two years approximately \$2.5 million has been awarded to women through local and state chapters of Women's Clubs. For further information contact the President of the Women's Club in your community. (If you have trouble finding a listing, contact the Chamber of Commerce to determine the name of the local club.)

HELENA RUBINSTEIN FOUNDATION--Awards grants to colleges and universities nationally and internationally for scholarships to students, the majority of whom are women, selected by the schools on the basis of financial need and academic ability. Academic disciplines of Helena Rubinstein Scholars range from science to music, art, nursing, liberal arts, medicine and law, from entering freshman to adult women who are returning to college to complete their education. Contact: Helena Rubinstein Foundation, 261 Madison Avenue, New York, New York 10016.

THE NATIONAL ASSOCIATION OF BANK WOMEN--Has developed a pilot project in conjunction with Simmons College, Boston, for a Bachelor's degree program in management for women bankers who need further education for career advancement. For further information contact: Anne L. Bryant, Education Director, National Association of Bank Women, State Street Bank & Trust Company, Box 351, Boston, Massachusetts 02101.

THE PHILIP MORRIS SCHOLARSHIP FUND--This \$20,000 scholarship program provides funds to women over 25 who are engaged in part-time only undergraduate study at either a community or 4-year college. The funds are administered by the Grand Rapids Women's Resource Center for use by women attending schools in southwestern Michigan. The maximum grant for the school year is \$300 paid directly to the institution. Contact: Ms. Carole Johnson, Manager of Urban Affairs, Philip Morris, Inc., 100 Park Avenue, New York, N.Y. 10017

THE SEARS ROEBUCK FOUNDATION--This organization makes available \$300,000 in loan funds to "women only" of any age attending graduate schools of business. Women may qualify for individual loans up to \$2,000. The program will be administered by the Business and Professional Women's Foundation, 2012 Massachusetts Avenue, NW, Washington, D.C. 20036.

SOROPTIMIST AWARDS--Funds available for training or retraining in vocational or technical study for the mature woman. Fifteen awards of \$2,000 each given annually through local clubs in fifteen regions. Contact: Soroptimist, 1616 Walnut Street, Philadelphia, Pennsylvania 19103.

LISTED BELOW ARE SELECTED
REFERENCE MATERIALS
WHICH MAY BE HELPFUL:

1. HEW FACT SHEET--Available from the U.S. Department of Health, Education and Welfare, Education Division/Office of Education, Washington, D.C. 20202. Gives information about five federal financial programs: Basic Educational Opportunity Grants; Supplemental Educational Opportunity Grants; College Work-Study; National Direct Student Loans and Guaranteed Student Loans. Cost: FREE
2. A SELECTED LIST OF MAJOR FELLOWSHIP OPPORTUNITIES AND AIDS TO ADVANCED EDUCATION FOR U.S. CITIZENS--Available from the National Academy of Sciences, National Research Council, 2101 Constitution Avenue, NW, Washington, D.C. 20418. Cost: FREE.
3. NEED A LIFT?--Published annually by the American Legion's Educational and Scholarship Program, Indianapolis, Indiana 46206. Cost: 50¢.
4. SCHOLARSHIPS, FELLOWSHIPS AND LOANS by S. Norman Feingold--Available from Bellman Publishing Company, Box 164, Arlington, Mass., Volume V. Cost: \$17.00.

For further information contact:

Ms. Carolyn Fiske
Clairol Loving Care Scholarship Program
345 Park Avenue, 5th Floor
New York, N.Y. 10022
(212) 644-3020

APPENDIX D: MAJOR FEDERAL LAWS PROHIBITING DISCRIMINATION IN EMPLOYMENT

Title:	Prohibits:	Applies to:	Enforcing Agency:
Equal Pay Act	Sex discrimination in salaries and fringe benefits. A man and a woman working at the same kind of job on the same site, for the same employer, must be paid equally. Covers all workers.	All public and private employers.	Wage and Hour Division, United States Department of Labor.
Title VII of Civil Rights Act of 1964	Discrimination in employment for reasons of sex, race, age, color, religion, or national origin. Includes recruitment, training, promotion and fringe benefit programs	All private companies, state and local governments, labor organizations, joint labor-management apprenticeship programs and educational institutions with 15 or more employees.	Equal Employment Opportunity Commission.
Age Discrimination in Employment Act of 1967	Discrimination against workers aged 40 to 65. Includes hiring, discharge, leave, compensation, promotions, and other areas of employment.	All public employers and private employers with 20 or more employees.	Wage and Hour Division, United States Department of Labor.
Executive Order 11246 (as amended by Executive Order 11375)	Discrimination on the basis of sex, race, age. Includes recruitment as well as treatment of current employees.	Any employer with a federal contract of \$10,000 or more, and any subcontractors of such an employer.	Office of Federal Contract Compliance Programs, United States Department of Labor.
Title V of the Rehabilitation Act of 1973	Discrimination on the basis of a physical or mental handicap. Includes hiring decisions.	Any employer with a federal contract or subcontract in excess of \$2,500.00 (Sec. 503); any recipients of federal financial assistance under any program or activity (Sec. 504); Executive Branch of federal government (Sec. 501).	United States Department of Labor (Sec. 503); Specific federal agency providing grants (Sec. 504); Civil Service Commission (Sec. 501).

APPENDIX E: GLOSSARY

English-Spanish

advancement	ascenso, promoción
application	solicitud (de empleo)
bonding	aseguramiento de empleados de confianza
brainstorming	reunión de personas con el objeto de crear y recopilar ideas y conceptos
brochures	folletos ilustrativos
car pool	transporte compartido
career	carrera profesional
child care	cuidado infantil
child care center	guardería
clerical job	empleo en una oficina
clientele	clientela
commission	comisión
community	comunidad
cooperative child care	cuidado infantil cooperativo
counselor	consejero, asesor
day care center	guardería
depressed area	región marginada (de ingresos bajos y desempleo alto)
employment agency	agencia de empleos
employment forecast	proyecciones sobre oportunidades de empleo
entry level	a nivel de principiante
facilitator	guía
financial aid	asistencia financiera, subsidio monetario
flyer	volante, boletín
forum	foro, seminario, conferencia
fringe benefits	prestaciones sociales, beneficios laborales
full time	empleado a tiempo completo

fund drive	movimiento organizado para conseguir fondos
gross salary	salario bruto, antes de las deducciones
group dynamics	dinámica social
guidelines	guías, normas
industrial area	zona industrial
interview	entrevista
job market	empleos disponibles
job security	seguridad de continuar como empleado
labor force	mano de obra
labor market	mercado laboral, empleados disponibles
local population	población local
log	registro
low status	de bajo nivel
median	media, promedio
minority	minoría
mobility	movilidad
net salary	salario neto, monto real que se lleva a casa
non-skilled worker	trabajador no especializado
non-traditional jobs	empleos no tradicionales
occupational choices	opciones profesionales
occupational status	calificación profesional
part time	empleado a tiempo medio
peer pressure	impacto de los colegas de trabajo
portfolio	muestrario de trabajos
press release	anuncio a la prensa
publicity	publicidad, propaganda
relocate	mudarse a otra población por razones de empleo
resource person	persona idónea con conocimientos especializados

resume	curriculum vitae, hoja de vida
retirement fund	fondo de jubilación
role model	profesional que sirve de ejemplo
role playing	sicodrama, asumir un papel con un objeto didáctico o ilustrativo
self-evaluation	auto-evaluación, auto-crítica
skilled worker	trabajador especializado
sliding scale	clasificación graduada, se le clasifica según su nivel de ingresos
spot announcements	cuñas publicitarias
subsistence funding	subsidio mínimo
survey	encuesta, estudio
take-home pay	ingresos netos
trends	tendencias
unemployment	desempleo
urban center	centro urbano
vocational school	escuela vocacional o técnica
wages	salario
white collar	empleado de oficina
workshop	taller de trabajo

Español-Inglés

auto-crítica	self-evaluation
agencia de empleos	employment agency
anuncio a la prensa	press release
ascenso	advancement
aseguramiento de empleados de confianza	bonding
asistencia financiera	financial aid
(de) bajo nivel	low status
beneficios laborales	fringe benefits
calificación profesional	occupational status
carrera	career
centro urbano	urban center
clasificación graduada	sliding scale
clientela	clientele
comisión	commission
comunidad	community
consejero	counselor
cuidado de los niños	child care
cuidado infantil cooperativo	cooperative child care
cuñas publicitarias	spot announcements
curriculum vitae	resume
desempleo	unemployment
dinámica social	group dynamics
empleado de oficina	white collar
empleado de tiempo completo	full time
empleado en una oficina	clerical job
empleos disponibles	job market
empleos no tradicionales	non-traditional jobs
encuesta	survey

entrevista	interview
escuela vocacional o técnica	vocational school
estudio	survey
folletos ilustrativos	brochures
fondo de jubilación	retirement fund
foro	forum
guía	facilitator
guías	guidelines
guardería	day care center, child care center
hoja de vida	resume
impacto de los colegas de trabajo	peer pressure
ingresos netos	take-home pay
mano de obra	labor force
media	median
mercado laboral	labor market
minoría	minority
movilidad	mobility
movimiento organizado para conseguir fondos	fund drive
mudarse a otra población por razones de empleo	relocate
muestreo de trabajos	portfolio
nivel de principiante	entry level
normas	guidelines
opciones profesionales	occupational choices
persona idónea con conocimientos especializados	resource person
población local	local population
prestaciones sociales	fringe benefits
profesional que sirve de ejemplo	role model

promedio	median
promoción	advancement
propaganda	publicity
proyecciones sobre oportunidades de empleo	employment forecast
publicidad	publicity
región marginada	depressed area
registro	log
reunión de personas con el objeto de crear y recopilar ideas y conceptos	brainstorming
salario	wages
salario bruto	gross salary
salario neto	net salary
seguridad de continuar como empleado	job security
seminario	forum
sicodrama	role playing
solicitud (de empleo)	application
subsidio mínimo	subsistence funding
subsidio monetario	financial aid
taller de trabajo	workshop
tendencias	trends
(a) tiempo medio	part time
trabajador especializado	skilled worker
trabajador no especializado	non-skilled worker
transporte compartido	car pool
volante	flyer
zona industrial	industrial area